



27 May 2025

Dear colleagues and students,

On 12 September 2024, The Australian National University (ANU) [announced](#) an expert external review of culture and gender following disclosures of harm from staff and students. This review was undertaken into the former ANU College of Health and Medicine and its constituent schools and was conducted by Professor Christine Nixon.

On behalf of the University, we thank [Professor Christine Nixon](#) for undertaking this Review and for the great care and attention she has shown. We also thank Professor Nixon for agreeing to assess our progress in 2026, to ensure the commitments we are making today, are being upheld and implemented.

We also thank the many current and former staff and students who attended interviews or made written submissions. We acknowledge that sharing experiences and insights can be difficult and we are committed to upholding our responsibilities to take these accounts to shape a better work and study environment.

The report of Professor Nixon's Review outlines eight key findings and 17 recommendations for the University to consider. These recommendations are designed to provide a framework, so we can continue improving our shared culture where equity, respect, safety, wellbeing, fairness, inclusion and collegial behaviour are paramount. These are values which underpin our University.

Since completing the Review earlier this year, Professor Nixon has conducted a significant program of briefings with:

- University Council
- College Deans
- School Directors and School Executive teams from the former College of Health and Medicine (CHM)
- Chief People Officer
- Interim Registrar
- Dean of Students

Professor Nixon also presented a keynote address to our Professional Staff Leadership Forum and attended Townhalls with extensive question and answer sessions with each of the former CHM school communities, organised by ANU. Engagement has been considered and designed to support and listen to our community.

Responding to Professor Nixon's recommendations will take time, effort and a change in how we do some things. While we've made progress within the former CHM Schools and as a university, much remains to be done. Addressing the recommendations demands a holistic, university-wide effort. We have identified initial owners for each recommendation and set a first deadline, to report back to our community by 1 July 2025. Additionally, we will establish a Nixon Implementation Steering Group, and form Working Groups with

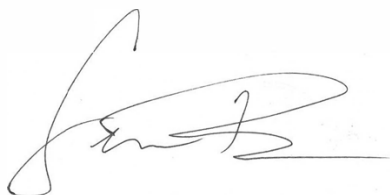
membership drawn from across our community to provide best practice recommendations for strengthening our culture. A call for expressions of interest to join the thematic working groups will be announced through On Campus shortly, open to academic staff, professional staff, and students.

To ensure we meet our commitments, we will provide regular updates to our community, along with our governing body, the ANU Council. An overview of our progress including regular updates, assessments and progress tracking will be published on the ANU Nixon Review [webpage](#).

Professor Nixon's full report is now available. If you find the contents of the report distressing, please seek support. Help is available for ANU [staff](#) and [students](#).

There is no place for bullying, harassment or discrimination at ANU. ANU is an institution of quality and distinction, with dedicated scholars, students and highly skilled professional staff, and we remain committed to continuing to review, iterate and ensure our campus is a place that welcomes and provides a respectful environment for our whole community.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Genevieve Bell', with a large, sweeping initial 'G'.

Distinguished Professor Genevieve Bell, AO FTSE FAHA FASSA
Vice-Chancellor and President

A handwritten signature in black ink, appearing to read 'Rebekah Brown', with a large, sweeping initial 'R'.

Professor Rebekah Brown FASSA
Provost and Senior Vice-President

Report of a Review into matters of gender and culture in the ANU College of Health and Medicine and its constituent Schools, the John Curtin School of Medical Research, the School of Medicine and Psychology, and the National Centre for Epidemiology and Population Health

Professor Christine Nixon, AO, APM

2025

*“Every system is perfectly designed
to get the results that it gets.”*

*“By directing people’s attention to
design, the words offer a powerful
invitation to deeply consider how the
present situation was created - and
invites its re-creation.”*

*- Professor Paul Batalden,
interpreter of the work of
W. Edwards Deming to
healthcare settings**

* <https://www.psqh.com/analysis/editor-s-notebook-a-quotation-with-a-life-of-its-own>

Acknowledgement of Country

Professor Nixon acknowledges the Ngunnawal and Ngambri people, Traditional Owners of the beautiful Australian National University Acton campus. She pays respect to all Aboriginal and Torres Strait Islander peoples, their enduring culture, and their Elders past and present.

Professor Christine Nixon, AO APM



Christine was the 19th Chief Commissioner of Victoria Police leading 14,000 staff operating across more than 500 locations and overseeing an annual budget of \$1.7 billion. She joined Victoria Police in April 2001, after serving with the New South Wales Police from 1972 where she became the first Female Assistant Commissioner in 1994.

She was a Council member and Deputy Chancellor of Monash University from 2009-2020, Chair of Monash College Pty Ltd 2011-2020 and Chair of Good Shepherd Microfinance 2011-2019.

Christine was appointed to the Board of The Royal Australian College of General Practitioners in 2016. She served as the elected Chair from 2019 until 2021, including six months service as Executive Chair while a new CEO was recruited. During her appointment, the College enacted a major reform strategy which saw responsibility for GP training returned to the College in 2022.

Currently Christine is a Vice Chancellor's Professorial Fellow at Monash University and Chair of Leadership Victoria. She is a Fellow of ANZSOG, The Australian Institute of Police Management, The Australian Institute of Management, and a National Fellow of the Institute of Public Administration Australia. She has been awarded four Honorary Doctorates and a Master of Public Administration from The Kennedy School of Government at Harvard University, USA.

Her experience leading complex reviews includes Chairing the Victorian Bushfire Recovery and Reconstruction Agency after the 2009 Black Saturday Bushfires and leading the Rapid Review of Visa Fraud for the Minister for Home Affairs in 2023. She has been Co-Chair of the ACT Sexual Assault (Police) Review Oversight Committee and Chair of the ACT Corrective Services Blueprint for Change Oversight Committee from 2022-24

Christine co-authored **Fair Cop** with Jo Chandler (MUP 2011) and **Women Leading** with Amanda Sinclair (MUP 2017).

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Professor Rebekah Brown
Provost
Building 10, The Chancellery
The Australian National University
Acton ACT 2600

29 January 2025

Dear Professor Brown

I am pleased to provide my report into Matters of Gender and Culture in the ANU College of Health and Medicine and its constituent Schools, as commissioned on 12 September 2024.

The Review benefited from extensive participation by current and former staff and students. I am grateful for their engagement, and for the timely provision of institutional records. The written submissions to the Review were particularly noteworthy for their analytical depth and constructive suggestions. Substantial additional resources were consulted in formulating this report. My thanks to Zoe Bowman whose thoughtful support, knowledge, and commitment to ANU have been invaluable throughout this process.

Many of the findings and recommendations I make will not surprise you. Similar recommendations have been documented since the first external review of JCSMR in 1978. One participant described a culture of ***“keeping the peace”*** at ANU. Yet for many in the University community, this peace has been illusory. People shared with me their deep commitment to ANU, but also expressed feelings of powerlessness and disillusionment with institutional responses to their concerns.

Staff and students told me about inflexible work practices, unfair workloads, bullying and discrimination. Some of the stories shared with me were very distressing. Others were enraging. While ANU has developed comprehensive policies and procedures my review has identified significant and consistent failures in implementation and enforcement. This gap between institutional intent and operational reality requires urgent attention if trust is to be rebuilt. Delivering fair and visible consequences will be a critical step towards improving accountability.

Universities face acute public scrutiny and increasing regulatory oversight of governance. It will serve ANU well for senior leadership to absorb the issues described in this report and to address them thoroughly and transparently

I acknowledge the significant steps under Vice-Chancellor Bell’s leadership towards stronger accountability, including the introduction of the ANU Focus performance framework and expanded harmful behaviours disclosure tool. Council’s recent endorsement of the ANU Health and Wellbeing strategy is also notable. These initiatives provide a foundation for cultural reformation that I trust my report will assist the University to build upon.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'C. Nixon', with a stylized flourish at the end.

Professor Christine Nixon AO, APM

Conduct of this Review

This Review was commissioned by the Provost of The Australian National University, Professor Rebekah Brown, to review and report on the culture of the College of Health and Medicine and its constituent schools with particular reference to gender.

During the period of this report, there have also been significant events within the College of Health and Medicine (the College), notably the resignation of former Dean Russell Gruen and the University's disestablishment of the College and realignment of its schools within other Colleges. In the broader higher education sector, detail on implementation of the Australian Tertiary Education Commission is imminent.

The regulatory environment of universities in respect of discrimination and safety will soon be subject to further change and new obligations through the National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code). In the first half of 2025, further attention will focus on the sector through the Parliamentary Joint Committee on Human Rights' report on antisemitism and the Australian Human Rights Commission's final report on racism in universities. For ANU to be able to deftly navigate this complex and shifting environment, the University must be confident that its governance practices and workplace culture are fit for purpose.

I have made a number of recommendations following from my findings. Relying on the provision of clause 13 of the Terms of Reference, I have made one recommendation in relation to the discipline of psychology. Some matters brought to my attention have been referred for confidential assessment and appropriate action.

Methodology

There were 142 contacts from current and former staff and students with the Review, including 103 requests for an interview. Regrettably, not all interview requests could be accommodated. 76 meetings took place with 83 people and others were invited to make written submissions. Confidential interviews were conducted with current and former staff and students from the College and Schools. Additional informational interviews were conducted with staff from central administrative functions. Further information about the people interviewed is found in [Appendix 1](#).

In addition to these interviews, my Review considered information including:

- 67 written submissions from current and former staff and students, received in confidence;
- University operational and performance data;
- Previous reviews and reports;
- Australian Government policies and frameworks;
- Contemporary best practice from comparable institutions.

Information in this report has been de-identified to maintain confidentiality. Personal information is treated in accordance with the ANU Privacy Policy. Some comments have been redacted to protect the anonymity of participants.

Terms of Reference

Terms of Reference for a Review on Matters of Gender and Culture in the ANU College of Health and Medicine and its constituent schools, the John Curtin School of Medical Research, the School of Medicine and Psychology, and the National Centre for Epidemiology and Population Health

1. The Australian National University ("ANU" or the "University") requires an independent review on matters of gender and culture within the ANU College of

Health and Medicine and its constituent schools, the John Curtin School of Medical Research, the School of Medicine and Psychology, and the National Centre for Epidemiology and Population Health. This document provides the terms of reference for the Independent Reviewer in conducting their review.

BACKGROUND

2. ANU is a leading research-focused University in Australia. Its capacity to achieve both educational and research outcomes stems from its diverse workforce and its culture of inquiry.
3. The Provost has commissioned a detailed and independent review of matters of gender and gender inequality, as well as the culture more broadly.¹ The Independent Reviewer is tasked with providing ANU leadership this detailed picture.

SCOPE OF INDEPENDENT REVIEW

4. The Independent Reviewer will conduct a review on matters pertaining to gender and culture within the ANU College of Health and Medicine and its constituent schools, the John Curtin School of Medical Research, the School of Medicine and Psychology, and the National Centre for Epidemiology and Population Health. This review will consider matters of culture and operational practices.
5. It is acknowledged that supervision practices play a central role in matters of gender equality and culture more broadly, and consequently, the review is to include consideration of the role and involvement of existing, and where relevant, past supervision practices.
6. Some of the specific matters which the Independent Adviser needs to consider in the review include, but are not limited to:
 - a. Gender composition, including the composition within senior leadership or advisory or internal committees or advisory groups;
 - b. Gender inequality such as:
 - i. Pay or remuneration inequality;
 - ii. Promotion or advancement opportunities, including opportunities to engage in higher duties on a temporary basis;
 - iii. Conferral of academic titles, including honorary, visiting and emeritus titles; and/or
 - iv. Tenure and service and whether gender has played a significant role in any trends.
 - c. Gender based harassment including whether individuals feel confident and safe to report on harassment concerns;
 - d. Recruitment practices;
 - e. Leave and flexibility;
 - f. Functional support and guidance in respect to gender related matters within the University;²
 - g. The impact of these matters on student and early career experience.
7. The Independent Reviewer will not be constrained to the above and is free to pursue other areas of inquiry if they consider them relevant and pertinent to the broader issues of gender and culture.

ACCESS TO INFORMATION AND STAFF

8. The Independent Reviewer will be provided with all relevant and necessary information required to carry out the independent review. University records, including commercial in confidence and confidential information will be made

¹ ANU leadership may expand this focus after the completion of this independent review

² For example, the role and utilisation of the Equity and Diversity team within the University.

available if requested. The Independent Reviewer will also be free to interview relevant staff as and when required.

9. Given the nature of the review, it is expected the Independent Reviewer will spend some time within the University to gain a firsthand understanding of the environment and the broader University.
10. Upon the commencement of the review, the Independent Reviewer will be provided with a brief containing information about:
 - a. Structure and leadership;
 - b. Workforce demographics;
 - c. Standards and expectations of conduct as articulated in the ANU Code of Conduct, Enterprise Agreement and relevant policies and procedures;
 - d. Contact details of ANU functional and administrative support; and
 - e. Any other relevant information.

TIMING

11. The Provost requires the Independent Reviewer to complete the independent review within three months. Reasonable extensions of this time will be considered on a case-by-case basis.

OUTCOMES

12. The Independent Reviewer will communicate their findings in the way of a report to the Provost. The final report should include:
 - a. The issues considered;
 - b. Assessment on the issues, findings and reasoning of findings;
 - c. Reference to any cogent and reliable evidence relied on to make any findings;
 - d. Recommendations with respect to operational matters and strategic considerations.
 - e. Recommendations for future practices to support improved culture, including in relation to gender, inclusion and equity.
13. The Independent Reviewer is not constrained with respect to any recommendations.
14. Any findings and / or recommendations with respect to specific staff should be made separately and attached to the primary report.
15. The Provost will keep open the possibility of engaging in a broader independent review so any reporting and practices to this independent review may need to be scaled in the future.

CONFIDENTIALITY

16. To enable the Independent Reviewer to make a comprehensive and candid report, the identity of staff and students providing information to the Review will not be disclosed to ANU by the Independent Reviewer, and details of any information provided that is included in the Reviewer's report will be de-identified as necessary unless in either of the following circumstances:
 - a. the disclosures compel further action under the law. In these instances, confidentiality will be maintained as far as reasonably practicable.
 - b. the Independent Reviewer obtains agreement from the staff or student to allow full disclosure of matters of a serious nature on their behalf.

The Independent Reviewer will determine matters of a serious nature, outlined in Clause 16. (b), by reference to Clause 73.2 (b) of the Australian National University Enterprise Agreement 2023 - 2026.

17. The Independent Reviewer is required to maintain confidentiality of personal information provided to the Review by staff and students, and to destroy their notes within three years of the Review concluding.
18. Participation in the Independent Review has no effect on a person's entitlement to make a complaint or grievance under the staff grievance resolution procedure or the student complaint resolution procedure. For the sake of clarity, information or concerns provided by individuals to the Independent Reviewer for the purposes of the review are not taken to be a complaint or grievance to the University.

ANU SUPPORT

19. ANU will provide the Independent Reviewer both administrative and functional support including office space whilst they are present at the University.

Date: 11 September 2024

Nixon Review – At A Glance



103 interviews
requested



83 people
interviewed



67 submissions
considered



17 recommendations
made



Nixon Review - Summary of Key Findings

This Review makes a number of findings and recommendations which are connected by the fundamental importance of transparent systems of accountability.



Lack of proper **accountability systems** ensures strategic plans, strategies and other reforms are implemented poorly or not at all, and there is little or no consequence for this behaviour.



A **poor and disrespectful culture** exists and has existed for many years.



A lack of focus on **managerial skills development** has meant leaders and managers are ill-prepared for their responsibilities to manage budgets, staff, and culture.



Gender bias, sexism and racial discrimination are prevalent, and no effective steps have been taken to address these failures.



Poorly designed systems of work – tenure, teaching, research, and service - contribute to exploitation, discrimination, and bullying.



Appointment and selection systems lack integrity and fair process and facilitate bias, nepotism, and abuse.



Harassment and bullying of both staff and students are widespread practices and must be eliminated. There appears to be little or no consequences for these behaviours.



An **ineffective complaints management** system means that staff and students do not report bad behaviour or feel that nothing happens when they do.

Introductory context – origins of the Schools and College

The Australian government created ANU in the aftermath of World War II to “**make a substantial contribution during the post-war reconstruction of Australia**” and this special national mission remains a core part of the University’s identity today. As the only nationally-established Australian university, ANU was initially funded through the noncompetitive National Institutes Grant (NIG) and did not teach undergraduates until 1960.

The ANU Colleges were established in 2006 to enable “**cross-disciplinary, cross-School and cross-College collaborations**”. The ANU College of Health and Medicine (the College) was formed in 2017, bringing together the ANU Medical School (Medical School), the John Curtin School of Medical Research (JCSMR), the Research School of Psychology (RSP) and the Research School of Population Health (RSPH).

At the time this Review commenced the College was composed of three parts, the John Curtin School of Medical Research, the School of Medicine and Psychology (SMP) and the National Centre for Epidemiology and Population Health (NCEPH; collectively the Schools). This structure was designed as part of the College’s 2021 Covid-19 Recovery Plan.

The character of each School is quite distinct. JCSMR is proud of its Nobel laureates and its place as a founding School of the University. Historically known for resistance to central University administration, JCSMR is described as a “**tough biomedical research environment**”, intensely competitive, and highly demanding. There is a lingering sense of entitlement traced to the historical privilege of the NIG and a concomitant attachment to research at the expense of teaching.

Female staff are a clear majority at NCEPH, and staff and students describe themselves differently to other parts of the College. Despite high levels of collegiality, a 2018 external review also reported internal silos and intense competition attributed to the “**exceptionally high**” 84% of staff who are employed on short-term contracts.

A 2018 External Review of NCEPH identified precarity at this level as a “**structural and functional long-term flaw in the school**” creating “**major impact**” on staff.³ Employment insecurity at this scale fundamentally undermines attempts to build robust accountability systems, due to short institutional memories and the compromised ability of staff on short-term contracts to raise concerns about governance or conduct.

Established in January 2023 by amalgamating the Medical School and RSP, at this stage SMP has a less defined character than the other Schools. Some staff in psychology continue to be concerned at the impact the merger has had on their discipline and their position is set out [later in this report](#). On the medical side, there are persistent tensions between the research-intensive nature of ANU, the heavy teaching and service loads of SMP staff, and complex engagements surrounding the local medical workforce.

Significant factors playing into the accountability challenges faced by SMP are resource restriction, the supervisory roles played by clinician educators outside ANU and the influence of poor culture within the local health system.

³ *School Review Panel Report: Research School of Population Health*, 21-23 August 2018, p. 6

Findings

Finding 1: Lack of proper accountability systems ensures strategic plans, strategies and other reforms are implemented poorly or not at all, and there is little or no consequence for this behaviour

Proper accountability systems are not in evidence

ANU was established under a Federal instrument, the *Australian National University Act 1991*, and is subject to the provisions of the *Public Governance, Performance and Accountability Act 2013*.

This exposure to external oversight has not resulted in clear ownership of accountability at senior levels within the College and Schools. Accountability is avoided or minimised at all levels across both academic and professional staff.

Strategic plans are announced but initiatives are often not resourced. Responsibility to achieve targets or monitor success is not effectively assigned, or assigned without consultation with the business unit whose name appears against it.

Attempts to address this at an institutional scale through the strategy execution platform StrategyDotZero failed for lack of compliance and the tool has now been decommissioned. As a result, ANU has no comprehensive system to understand what staff should be delivering or how effective its strategic initiatives are.

The example of TRANSFORM

TRANSFORM was a ten-year strategy designed to re-establish the place of health and medical research at ANU by focusing on areas of strength and capitalising on the University's national role. TRANSFORM exemplifies how good intentions without clear accountability mechanisms fail to deliver lasting change.

The first phase of TRANSFORM was endorsed by the ANU Council in 2021 and monitored by Council and its Finance, and Audit & Risk Subcommittees. A TRANSFORM Steering Group was chaired by the Vice-Chancellor, and an external Advisory Board was chaired by Professor Sir Ed Byrne.

Despite this structural oversight, TRANSFORM did not function transparently. Staff who asked for more information about the strategy were directed to slide decks, and found there was no published business case and no concrete measures of progress.

An internal audit of TRANSFORM was delivered by Ernst & Young in early 2024. They concluded that while the College prepared twice yearly lists of achievements as the means of reporting to Council (from Q3 2023), outcomes had not been identified or captured as performance measures that could be reported against for each workstream. Operational program management was essentially absent until an officer was employed in mid-2023.

Shifts in the direction of TRANSFORM over time were not driven by fresh strategy, but by repeated budget restriction on one hand and what was described as a vulnerability to *“new shiny things”* on the other.

As changes flowed through to workstreams, the rationale for amending the project scope and the fact of that amendment was not documented. Without workplans that documented milestones and deliverables it was not possible to provide detailed progress tracking against the TRANSFORM business case to Council or anyone else.

Staff related that in an environment where there was at best a very weak understanding of what it takes to deliver initiatives, implementable projects were seen as *“boring”*.

The TRANSFORM experience demonstrates that the presence of apparent governance structures does not in itself ensure accountability. Despite oversight from Council and multiple committees, the strategy lacked clear metrics, transparent reporting, and consequence management.

The example of the ANU performance development review system

“Performance reviews are not taken seriously. In six years, I had five supervisors. I was told ‘just fill your PDR out, it’s admin’”.

Academics have resisted the formalisation of performance measurement very successfully at ANU, and there is a persistent view that it is not realistic to require academic staff to participate in a performance development process.

The issue was recognised in the 2013 external Review of Health and Medical Sciences at ANU when only 25% of JCSMR staff had a completed performance agreement. The Review Panel criticised this disengaged approach to professional development as **“inadequate in today’s competitive environment in higher education and research”** and noted the risk the School’s reputation would fall **“well below the level of their perceived status and aspiration.”**⁴

Fair and collaborative performance assessment processes are a critical tool in ensuring accountability. During Covid-19, staff were told they should have performance and planning discussions, but these did not need to be recorded. Many staff, particularly academics, have abandoned the practice.

ANU Focus

In December 2024, ANU introduced a new performance and development tool for both academic and professional staff, ANU Focus. The success of ANU Focus in increasing accountability will depend on its ability to deliver consequences for results against agreed performance measures.

When senior leaders fail to take accountability or create a culture of professional respect and safety, mid and junior level staff develop defensive strategies. The resulting mountains of policies, drawn-out delays and extreme risk aversion are survival mechanisms used by staff to shield themselves from blame for matters beyond their control.

Efforts at cultural change have faltered and will again unless there is a meaningful attempt to establish transparent systems of accountability to address the perception that such protective behaviours are necessary and wise.

Recommendation 1: Accountability systems should clearly identify who is responsible for the success of performance measures and there should be consequences for success or failure in achieving them.

Actions that would address this recommendation include:

- 1.1 Introduce regular public reviews in relation to academic units and professional divisions by the Vice-Chancellor, Provost and relevant senior executives, including consideration of factors such as:
 - a. Tracking against KPIs and School/College strategic plans
 - b. Budget performance
 - c. Workload distribution adherence, with particular reference to distribution of service work
 - d. Distribution of administrative support

⁴ **The Australian National University: Review of Health and Medical Sciences**, 28 August 2013, (2013 Review) p. 29,

- e. HDR students who transfer supervisor, withdraw, and complete
 - f. Disclosures and complaints
 - g. Workers compensation
 - h. Engagement with ANU Focus
- 1.2 All initiatives should include specific agreed performance measures and implementation timeframes, and the individuals should be accountable for their success.
 - 1.3 Consult relevant areas on operationalising of strategic initiatives and ensure performance measures are in alignment with the University's overall values and purposes.
 - 1.4 Ensure that at every level there are appropriate consequences for the success or failure to achieve agreed performance measures.

Recommendation 2: Ensure accountability by having an external reviewer monitor progress on these recommendations at 9 and 18 months and provide a report to Council and the University community on actions taken, structural issues addressed, and accountability measures enforced.

Finding 2: A poor and disrespectful culture exists and has existed for many years

Recognition of harm

"I still get anxiety and wake up in the middle of the night thinking about my experiences, and the pit of despair that it made me feel. The part that still infuriates me to this day is that senior staff were aware of some of these behaviours, and they did nothing. To my knowledge, no one was reprimanded, no one was fired. This has crushed any faith I had that institutions will act to prevent and punish disgusting behaviours."

"I have slowly returned to work since then, but it has taken much courage and counselling."

Many of the participants who attended an interview or made a submission to the Review felt they had been harmed by the events they described, and some of those people are still deeply affected.

In some cases, participants expressed that harm had been compounded by a response from the University that did not meet their expectations. The issues were generally described as a lack of accountability by senior staff, and a lack of transparency in process and outcomes.

On 4 October 2024, the ANU Council endorsed the ANU Mental Health and Wellbeing Strategy 2024-2029.⁵ It states, ***"What we heard was a call for psychological safety, kindness, and cultural safety to form the very bedrock of wellbeing and performance at our university."***

In order to establish that bedrock, the University must demonstrate its commitment to enacting accountability and transparency, and to working together with staff and students to create a better way forward.

Recommendation 3: The University acknowledges that it has not always adequately responded when harm has been caused and commits to responding more appropriately.

How poor culture persists

"The reason I left was I couldn't work there anymore with the way the culture was across the whole university"

"We do let people get away with outrageous behaviour at times because of the KPIs put on the Deans, put on the Directors, to bring in grants."

Staff describe a deeply dysfunctional culture across the College and the broader University marked by bureaucracy, territorialism, bullying, entitlement and resistance to change. The University's duty to provide an environment of psychosocial safety cannot be fulfilled while behaviours like this continue to be regarded as acceptable.

⁵ ANU Mental Health and Wellbeing Strategy 2024-2029: Overview, p 2

The path to a culture that aligns with the University's purpose will require standards of behaviour that are endorsed from the top down, universally expected, and backed by genuine consequences. When breaches of these standards - particularly by senior staff - are met with clear and consistent accountability measures, junior staff will no longer need to create defensive shields against pressure to act contrary to their professional judgment.

Leadership

Until senior staff pressed the point in early 2024, the College Executive Committee was too large to function as an effective body for decision making or review. In the absence of a formal pathway to escalate issues, people directly lobbied College leadership. As a result, College priorities endlessly shifted, decisions lacked transparency, and initiatives were announced without consideration of implementation or resourcing.

In general terms, poor behaviour is weakly acknowledged and attributed to chronic overwork and stress. Where a person is a strong research performer, this can be enough to excuse inappropriate conduct. While the system claims to value cultural competence, it ultimately rewards performance based on narrow metrics that ignore it.

"People who bring in a lot of money are extremely valued. There was pressure exerted in relation to those people."

One outcome of this favouritism is that people don't have an accurate view of acceptable professional conduct - ***"I'm not sure they've ever been told their behaviour is not ok or what the consequences are"***. The absence of meaningful accountability and consequences has made it safe for people to ignore feedback.

Structural factors

Networks of influence operate in all large complex organisations. Where an organisation does not have well-functioning accountability processes, such groupings can operate to exclude others, monopolise resources, and subvert policies and processes. Appointments to leadership and other roles made without transparent and competitive processes have been interpreted this way by staff.

The outcome of these practices is networks of densely interconnected staff relationships that compromise accountability and transparency - students find it very difficult to raise concerns about their supervisor to another panel member when they are spouses, for example.

People at ANU tend to identify most closely with their School or Centre, not as part of a College or University community. Devolved resources and a competitive adversarial culture have created a defence of disciplines at the expense of collaboration. There is very low staff turnover and no recent history of workforce renewal.

At schools like NCEPH, a key factor promoting insularity is precarious employment of researchers and the burden that places on individuals (and on the institutional ability to plan). SMP staff are also exposed to precarity, and many donate additional hours of work to keep the School functioning.

Poor management practices

As discussed later in this report, academics at ANU are not routinely trained in staff management and their skills are often poor. Skills of accepting feedback and reflection were noted as particularly poor.

"People at ANU aren't willing to admit mistakes or reevaluate work, it permeates the creativity of their research."

In other institutions there is a common expectation that PhD students will follow on with a postdoctoral position in a new lab to broaden their experience, which is less common at ANU. Within JCSMR, there have been many non-competitive internal group leader appointments, meaning junior staff have very limited experience of professional culture.

“They kept replicating themselves so they can't grow or evolve - only mutate.”

People within the College have a sense of what a conflict of interest is, but they don't know how and when it should be declared. Delayed declarations are not uncommon after something surfaces the apparent conflict. ANU material leans toward describing financial conflicts and would benefit from including more information about navigating supervisory and other interpersonal relationships.

Presenteeism and expectations of long hours works against many staff, but particularly groups such as carers and new parents. Mothers feel people doubt their commitment and observe that they are sidelined before quietly losing their place.

Some staff felt pressured to socialise after events because attendees ***“might review your grants”***. Others were caught between gratitude they could access flexible work practices and frustration that this led to them being overlooked and excluded from things like professional development activities.

Research culture

At JCSMR, basic professional civility is not enforced because there is a cultural acceptance of having strong views and shouting them at your colleagues in professional settings. Other staff have intervened on multiple occasions when this behaviour has been directed at students, but it continues. Some defend this uncivil behaviour as if it were an acknowledged component of academic freedom; it is specifically excluded by the ANU Code of Conduct.⁶

Some review participants thought that contemporary students seem more fragile than students of the past, pointing to their limited on-campus experience and increasing rates of psychological distress diagnosed in young people. However there is an element of relish in some descriptions of Medical Research Institute (MRI) culture that undercuts the weight that observation might hold.

The Review heard ***“a research-intensive environment is unlike any environment undergraduates have experienced before”***. Students agree, describing a ***“very toxic work until you drop mentality”***, which persisted even as their cohort navigated an unexpected traumatic event.

It is not difficult to draw a line between this tolerance for aggressive critique in elevated voices and the students' feeling that ***“they can't bring up issues with supervisors as they'll be seen as incompetent”***.

People were afraid to challenge the culture because they feared it would impact their employment and career progression. The Review heard from a number of participants that reprisal action is common, and fears are often justified.

Several participants mentioned the place of alcohol in JCSMR culture, one calling it ***“an incredibly toxic relationship with alcohol”***. This extends to a culture of heavy drinking at events, including external events [REDACTED]

Issues for specific groups

Systemic disregard of Aboriginal and Torres Strait Islander perspectives

⁶ ANU Code of Conduct clause 7: Academic freedom does not extend to behaviour that is harassing, disruptive and intimidating or that interferes with the academic or work performance or freedom of others.
https://policies.anu.edu.au/ppl/document/ANUP_000388

Aboriginal staff told the Review that they are relied on to provide good-news media content but struggle when they try and push back against heavy service loads or have their expertise assessing the capabilities of students from non-traditional pathways recognised. In essence, leadership is happy to show a picture of Indigenous success but less interested in changing the way things are done to accommodate the needs of Indigenous people.

For example, Indigenous staff told the Review that they gave strong advice to College leadership that it was not appropriate to issue a statement in support of the Voice referendum. Their advice was that it could do more harm than good for Aboriginal people, including ANU researchers, and would not be appreciated by many of their community health partners. Their alternative suggestion of a statement encouraging Aboriginal and Torres Strait Islanders to look out for themselves and take care was not taken up.

“It’s quite frustrating for our staff because it means that nobody’s staying on the journey with us or listening to us or acting on better information”

The Review also heard that Aboriginal students must go looking for support, with mixed success.⁷ A group of Aboriginal students had self-organised some additional study support with a volunteer teacher only to be told it would not be permitted as it would give them an unfair advantage. As a result, others have been hesitant to help the students because they don’t want to be similarly accused.

Because students undertaking clinical training may have longer contact hours and time off-site, it can be more difficult for them to seek assistance through central channels. In addition, the AMC Accreditation Report noted that Indigenous students were not clear how the Tjabal Centre and the Indigenous Health Unit covered pastoral care and student support. The report urged working in collaboration with communities to attract, support and retain more Indigenous students.

Recommendation 4: Reconsider how support is provided to Aboriginal and Torres Strait Islander students, particularly where study loads or locations complicate access to support through the Tjabal Centre.

Actions that would address this recommendation include:

- 4.1 Consultation with Aboriginal and Torres Strait Islander students and representatives to identify what support they would find most valuable and develop a plan for delivery.

International students

A number of issues were raised in relation to supervision of international students, in particularly at JCSMR. Many international students come to ANU without local professional relationships and are hosted by lab groups that struggle to retain and convert domestic honours students to PhD.

The ANU Mental Health and Wellbeing Strategy points out ***“Although important for everybody, efforts to create a sense of connection and belonging was raised by many international students who have moved to the ANU to study.”***⁸ This sense of belonging is very challenging to establish when research students are working excessive hours and then returning to campus accommodation.

Early- and mid-career (EMCR) supervisors raised that supervision from women has been rejected by some male international students, and there was a need for support to have cross-cultural conversations to communicate guidance and direction without that being interpreted as personal criticism.

⁷ This was also noted by the AMC Medical School Accreditation Committee in ***“Accreditation of Australian National University College of Health and Medicine School of Medicine and Psychology medical program Report, December 2023 (AMC Accreditation Report)”***, p.50

⁸ ANU Mental Health and Wellbeing Strategy 2024-29 Overview, 29 July 2024, p 15

Recommendation 5: Provide additional support to international students, particularly HDR students

Actions that would address this recommendation include:

- 5.1 Consultation with international students and representatives to identify what support they would find most valuable and develop a plan for delivery.

Finding 3: A lack of focus on managerial skills development has meant leaders and managers are ill-prepared for their responsibilities to manage budgets, staff, and culture

“Many academic and professional leaders at ANU don’t know how to manage culture, set standards and hold people accountable for their behaviour”

Career progression pathways for academics have assumed that people will develop management skills incidentally over time and that these skills don’t need to be learned or assessed in a systematic way.

Academic reporting structures tend to be flat **“because everyone wants to report to the head”**. Consequently, there are very limited opportunities for people to develop the skills and experience to lead teams and exercise managerial responsibility before they are promoted to a level where that competence is assumed.

This is particularly acute where promotion to supervisory roles occurs without an assessment of leadership competence or any competitive process.

“You wouldn’t go into a job unless you were trained for it. So why do academics get the waiver? Whereas no one else does?”

The resulting academic culture is one where the practice of good management is not widely understood or valued, and poor management is tolerated. One consequence is that academic staff who have a complex or difficult management issue can attempt to push responsibility for addressing the issue onto professional staff or more junior academic staff rather than handle it themselves. Timeliness of functional support is a concern and sometimes the only way managers can access support is by formally escalating an issue.

The issue is longstanding in the sector and reflects a structural failing rather than an individual one.⁹ A 2023 research project by early career academics at the Universities of Monash and Melbourne with Research Australia surveyed workplace culture and wellbeing in health and medical research faculties. They recommended the sector:

“Enable and strengthen positive supervisory practices, developing the work environment and our future leaders

As supervisors are shown here to be key in modelling positive workplace behaviours and supporting the career progression of those that report to them, more thought and effort should be directed to enabling and strengthening supervisory practices, including training and resourcing.

More focus should be placed on improving supervisory performance, with this made a focus for performance reviews and promotion. Early- and mid-career academics should be enabled to develop their leadership and supervisory ability, as they will set much of the future workplace culture.¹⁰”

⁹ For example, the 2013 external review of JCSMR recommended executive management training for senior staff and management training opportunities for developing staff at p.29: ***“This recommendation does not imply that management across the College is universally inadequate. Rather, the recommendation is made in response to information received that some, or perhaps most, staff in senior positions had received little or no training that was relevant to the roles that they now undertake.”***

¹⁰ Taiaroa, G., Kirkland, K., Lawford, B., Walton, C., Long, K and Ayton, D. ***The Landscape for Emerging Health and Medical Academic Leaders in Australia: An overview of the Australian national survey of workplace culture and wellbeing (2023) for early- and mid-career academics (EMCAs) employed at health and medicine-related faculties, 2023, p. 7*** <https://mdhs.unimelb.edu.au/early-career-academic-network/resources/mdhs-eca-network-resources/landscape-for-emerging-academic-leaders>

At ANU, this systemic issue is compounded by very low staff turnover in both academic and professional staff because ***“even good people don’t know there is a better or different way”***.

There are academic leaders who have become skilful managers by independently seeking out relevant information and guidance. While there have been efforts to provide such opportunities for other staff, academics are not required to engage or rewarded for doing so.

Professional staff value the “Leadership in Practice” program for its content and support for building cross-institutional networks, but the model is described as not attractive to academics. People & Culture are regarded as not having an accurate understanding of what academic life is like, and in consequence the professional skills training they lead comes across as inauthentic and not practically implementable.

From time-to-time staff were provided with coaches to help boost their management performance, for example by providing a female coach to help illuminate “blind spots” about gender equity. Coaching can be an effective tool for an individual, but it is not the best way to address a systemic lack of capability.

The mentorship program organised through NECTAR is only available to their target group of very early career academics, and there is no institutional program available for more senior academic staff to access mentorship.

The Cambridge University model of mentoring was recommended to the Review, where all new staff are paired with a colleague from a different part of the University. The highly subscribed internal mentorship program ANU runs for professional staff may also provide a useful model.

Cross-university opportunities

As the University finds new ways to work, care must be taken that initiatives like cross-institutional Tiger Teams have transparent ways to identify qualified staff to avoid perpetuating inequity in the service of agility.

Recommendation 6: Introduce an integrated program of targeted skills development that equips academic and professional staff to successfully manage staff, culture and budgets.

Actions that would deliver on this recommendation include:

- 6.1 Use the ANU Focus process to clarify staff management skills and training needs, particularly as they relate to gender, bias and discrimination;
- 6.2 Through ANU Focus, create tailored training responses for individuals and provide time and resources to facilitate participation;
- 6.3 Pilot cross-institutional small cohort training in leadership skill development for academics, beginning with Level B staff, enlisting appropriate support to assist in formulating a suitable program including a substantial component addressing tactical skills of management;
- 6.4 Make confidential advice about integrity questions other than research integrity questions available to all staff;
- 6.5 Pilot a cross-institutional mentoring program for new starters from academic and professional streams;
- 6.6 Continue the Leadership in Practice program for professional staff and require completion of the program within 2 years of appointment to a supervisory role;
- 6.7 Consider adding advanced/refresher modules to the Leadership in Practice program to maintain engagement and further develop targeted skills and cohorts;
- 6.8 Provide opportunities for professional staff who are in junior or specialist (non-supervisory) roles to participate in leadership training beyond LinkedIn Learning
- 6.9 Hold an EOI process for staff to register interest in cross-institutional work opportunities such as Tiger Teams as a qualified candidate or as a development opportunity.

Finding 4: Gender bias, sexism and racial discrimination are prevalent, and no effective steps have been taken to address these failures

“Women leave and men don't understand why”

“I have been educated in the Anglo centric system and have put up with the unconscious bias of being treated as a coloured person my whole life. There are some things that Anglo or more specifically white people take for granted and could benefit from decolonising awareness and unconscious bias”

“I'm really surprised. I didn't know about it. Should I be surprised? Probably not.”

The University is subject to the positive duty under the **Federal Sex Discrimination Act 1984** to eliminate discrimination on the basis of sex and provide a work environment free from sex-based harassment or hostility.

An awareness of other forms of discrimination alongside gender and of the compounding effect of marginalisation based on multiple identity characteristics has informed the findings and recommendations of this Review. This approach aligns with the University's understanding of intersectional disadvantage as expressed in the ANU Gender Equity Strategy 2023-2025 (Gender Strategy)¹¹ and the commitment in the ANU Strategic Plan to become “**a standard bearer for equity and inclusion**”.

The kinds of bias the Review heard about from participants were not focused on salary,¹² although the lack of transparency and equity in the allocation of research funding and administrative support was raised by many. The main types of bias raised related to the special capacity of some to protect research time by avoiding service work or teaching, and bias on the basis of racial or cultural origin.

[Appendix 4](#) sets out some of the equity initiatives that have been attempted at ANU. Some men see these initiatives announced and interpret the announcements to mean being a woman or non-Anglo is an advantage. However, they can be blind to the absence of follow through or meaningful change these announcements bring. Even when remedial initiatives are not having a significant impact, the legitimacy of women who do succeed can be undermined because of some presumed triumph of gender over “merit.”

Unbiased assessment of research performance

“Only first author papers mean anything.”

“Every element in this system is known to reflect unconscious bias.”

¹¹ The Strategy notes that “**Transgender, gender diverse and intersex staff and students are in many ways made invisible in our systems, curriculum, and services**”, and that female-identifying staff and students were more likely than their male-identifying counterparts to also identify as having disability or Aboriginal/Torres Strait Islander heritage, leading to the conclusion that “**intersectional factors may be compounding inequities for female staff and students more extensively than for male staff and students.**”, ANU Gender Equity Strategy 2023-2025, p 9

¹² [ANU WGEA Gender Pay Gap Employer Statement](#) was released in February 2024, showing a gap of 7.9% for base salary, and 7.6% for total remuneration. This is slightly lower than the university average of 8.3% but much higher than [sector leader UNSW](#), where it is 1.4%.

College leadership has spent three years developing a CHM Research Performance Dashboard (the Dashboard) to track academic performance across the College. Research funding and highly rated publications are traditional academic success indicators, and for some they continue to be the only performance metrics of significance. By failing to account for factors such as service load, administrative support, and fractional research appointments, the Dashboard obscures how effectively researchers perform relative to opportunity and replicates the unconscious bias associated with publication and grant success.

Recommendation 7: Review academic performance measurement to ensure unbiased assessment and compliance with ANU policies and procedures and relevant laws

Actions that would deliver on this recommendation include:

- 7.1 Assess the Research Performance Dashboard to assess its alignment with the ANU Gender Equity Strategy and ANU Policies and Procedures, in particular Gender Equity Strategy Action Item 1.4: Work with Colleges and Portfolios to develop and use workload models and performance appraisal processes that account for gender equity matters, including recording and appraisal of part-time workloads, in accordance with the ANU Enterprise Agreement, and Gender Equity Strategy Action Item 1.5: Produce guidance and training for managers and supervisors regarding skills for the development and implementation of appropriate gender inclusive practices;
- 7.2 Assess the Dashboard in view of the Academic Promotions Procedure and the Guideline on Assessing achievement relative to opportunity;
- 7.3 Consider the approach identified in the forthcoming paper on academic performance measurement from former Chief Scientist Cathy Foley¹³.

Accountability mechanisms

In 2019, ANU established a high-level Inclusion, Diversity, Equity and Access Governance Committee to report to the University Senior Management Team (SMT) on equity initiatives. The IDEA Governance Committee was suspended in mid-2024. This is understood to be a temporary measure.

The Student Safety and Wellbeing Committee is an ANU Council Committee reporting to Council with secretariat provided by the Corporate Governance and Risk Office and subject matter expertise and reporting provided by the Inclusive and Respectful Communities team within the University Experience portfolio. Membership includes multiple Council members, students, external members and University community members (staff and students) with relevant expertise.

A purpose- rather than compliance-driven approach will better serve the University's need to provide a safe environment for all staff and students and its goal to be a standard-bearer for equity and inclusion. To strengthen institutional accountability and transparency, Council should establish a Community Safety and Wellbeing Committee, evolving the current Student Safety and Wellbeing Committee to encompass staff. This would create a single point of strategic oversight for interconnected wellbeing challenges that affect members of the University community.

This integrated approach would enable sophisticated analysis of safety and wellbeing data across the student and staff experience, enabling more targeted engagement by the prevention-focused Inclusive and Respectful Communities team and providing an authorising environment for staff to take action to address local cultural issues.

¹³ At the time of writing Chief Scientist Cathy Foley has signalled an imminent paper identifying new methods of measuring success beyond papers and citations. Those methods, she says, incentivise competition instead of cooperation where new methods will allow focus on collegiality, curiosity and career flexibility. Matchett, S "Chief Scientist's Optimistic Exit", Future Campus [November 28, 2024](https://futurecampus.com.au/2024/11/28/chief-scientists-optimistic-exit/) <https://futurecampus.com.au/2024/11/28/chief-scientists-optimistic-exit/>

Recommendation 8: Create a single accountability mechanism for strategic oversight of interconnected equity and wellbeing challenges

Actions that would deliver on this recommendation include:

- 8.1 Create a Community Safety and Wellbeing Committee in place of the current Student Safety and Wellbeing Committee of the ANU Council, with secretariat and governance support provided by CGRO and subject matter expertise and reporting delegation through Inclusive and Respectful Communities (DVCA) and People & Culture (CPO).
- 8.2 Through the Community Safety and Wellbeing Committee, provide consistent monitoring of actions and evaluation of major strategic initiatives including the Mental Health and Wellbeing Strategy, the Gender Equity Strategy, the Disability Action Plan and the Sexual Violence Prevention Strategy;
- 8.3 Be accountable to Council on institutional performance against wellbeing metrics and targets;
- 8.4 Oversee and report on initiatives such as SAGE Athena Swan, Champions for Change;
- 8.5 Oversee and report on internal initiatives such as complaints and sexual assault/sexual harassment reporting and reporting under the National Code

Scaffolding an anti-bias approach

Field placements for students who are pregnant or contemplating pregnancy

Exceptional arrangements have been made for students to pursue an opportunity like a prestigious overseas scholarship but the predictable occurrence of a pregnancy in a postgrad cohort is regarded as something surprising and complex to manage.

No medical school in Australia or New Zealand has a parental leave policy.¹⁴ Elsewhere, institutions have developed policies for other disciplines that require clinical placements. The benefits include a consistent approach without students having to prosecute an individual case at School and then University level.

The Australian Medical Students Association has called on Medical Schools to develop with input from students, actively promote, and regularly review, policies related to leave and attendance for students with dependants.¹⁵

HDR students with caring responsibilities

“Caring for Carers”¹⁶ was a HDR student additional project supported by ANU Gender Institute seed funding. The report notes the extra impacts low HDR stipends have on students with caring responsibilities – it is very difficult to supplement your income when you are already working long hours and undertaking unpaid care.

The report identifies that there is no suitable on-campus family accommodation and international students generally can’t access subsidised childcare places. Some international students have arrived in Australia not having been advised that full fee childcare for one child would consume their entire PhD scholarship.¹⁷ There are also difficulties accessing flexible leave to care for sick children.

The ANU Gender Institute

Past funding for the ANU Gender Institute has been from the Vice-Chancellor’s Strategic Fund, which has been closed. The Institute plays an important role connecting staff across disciplinary silos and providing seed funding to scaffold feminist research before it is externally fundable.

Recommendation 9: Make structural adjustments to help prevent bias

Actions that would deliver on this recommendation include:

- 9.1 Provide skills training to supervisors to enable them to manage the needs of students and staff during their pregnancy and return to University;
- 9.2 Consider policies related to leave and attendance for students with dependants;
- 9.3 Consider and respond to the recommendations in the Caring for Carers report;
- 9.4 Commit to ongoing secure funding for the ANU Gender Institute.

¹⁴ https://www.researchgate.net/publication/366218419_Pregnancy_and_parental_leave_policies_at_Australian_and_New_Zealand_medical_schools

¹⁵ Australian Medical Students Association Medical Students with Dependents Policy Document 2024 <https://amsa.org.au/wp-content/uploads/2024/04/Medical-Students-with-Dependants-2024.pdf>

¹⁶ Alexandra, C; Lyons, C & Waters, K “Caring for Carers – A Student-Led Investigation to Better Support ANU HDR Carers”, ANU Gender Institute Seed Grant Project, 16/11/2023 <https://genderinstitute.anu.edu.au/news/report-caring-carers-student-led-investigation-better-support-anu-hdr-carers>

¹⁷ The [ANU estimated cost of living guide](#) for students gives the average cost of childcare in Canberra as “approximately \$790 per week (\$158 per day)”

Finding 5: Poorly designed systems of work – tenure, teaching, research, and service - contribute to exploitation, discrimination, and bullying

A common workload model for Australian academics is 40% research, 40% teaching and 20% service, but at ANU as elsewhere in the sector, there is significant variation. Whatever the employment arrangement in operation, staff must not be subject to exploitation or discrimination.

Tenure

There are 18 academic staff at JCSMR with continuing positions, 3 of whom are women. There are 16 Level E Professors, of whom 3 are women. None of the women professors are tenured. 12 of the 13 male professors are. The response of College leadership to these figures was ***“that’s a problem we were hoping to address.”***

There are additional implications to the tenure imbalance, in particular the effect on where service obligations land. In the absence of a functional PDR system, there has been no mechanism to ensure that those with tenure are contributing significantly to the school, bringing in grant funding, and successfully guiding students through their research training.

Service

Some initiatives managed as service obligations at ANU would be considered key business or managerial functions outside the University sector, such as responsibility for cohorts of students or for improving workplace culture. The likelihood of these initiatives succeeding is compromised when they are made the responsibility of already extremely busy staff who are neither trained in nor required to demonstrate management skills.

Gender imbalance at senior levels means women are making disproportionate contributions in service roles to ensure gender balance on committees, selection panels and working groups. This is particularly acute where the service role is mandated by an external accreditation system or a legislative process.

Administrative support is provided in a piecemeal and non-transparent way and its absence is used as a reason to refuse service by male academics.

The result is that the costs of fulfilling institutional and social demands for gender diverse representation are borne by individual mid- and senior career women at the expense of their research time.

Workloads

Institutional load planning became less transparent following Covid when Schools began to receive single line budgets. Income-generating activity was mandated but the extra work to raise income was not recognised, and budget allocations did not reflect staff’s increased workload. Staff related that income from new work undertaken by their Schools might not reach them until perhaps years later.

“It’s incredibly hard to manage resources to produce change if there’s no underlying logic to your budget.”

The Medical School has historically strongly relied on volunteer teaching that is increasingly challenging for clinicians to provide. The teaching loads at SMP are such that the AMC Accreditation

report notes ***“There did appear to be challenges for Phase 1 teachers in achieving promotion due to high teaching workloads, which the School is encouraged to address.”***¹⁸

Expectations of overwork in JCSMR feature a cultural aspect of “presenteeism” where researchers demonstrate their dedication through long hours on-site. Some supervisors expect students will routinely work 14 hours a day and this is known and tolerated. Some don’t progress their students appropriately, delaying timely completion while maintaining access to their labour. There are widely known toxic pockets where poor supervisor behaviour and consequent very bad student experience has continued for years.

Participants from other schools did not speak in the same way about explicit expectations of overwork. Staff from SMP spoke about very high volumes of work for academic and professional staff, and members of all Schools spoke of the difficulty in managing or resisting overwork.

Casual sessional academics reported managing much bigger class and tutorial groups without increased student consultation hours and supporting increasing numbers of students holding educational assistance plans (EAPs) without recognition.

Recommendation 10: Service commitments and administrative support should be allocated fairly and transparently

Actions that would deliver on this recommendation include:

- 10.1 Consult with Schools when significant changes to load planning are contemplated;
- 10.2 Conduct a comprehensive review of the allocation and performance of service commitments across the Schools and publish the results internally;
- 10.3 From the information uncovered under 5.1.2, circulate information about what various service obligations entail and the time commitment required to competently perform them, to enable people to accurately understand expectations and plan for delivery;
- 10.4 Conduct a comprehensive review of the allocation of administrative support across the Schools and publish the results internally;
- 10.5 Hold School Directors accountable for fairly distributed allocations of service and administrative support, and for enforcing compliance with service obligations;
- 10.6 Hold School Directors accountable for circulating explicit statements of the baseline collegial participation expected of all academic staff, e.g. an expectation of regular attendance at School seminars;
- 10.7 Hold staff accountable for attending to the service duties assigned to them individually;
- 10.8 Adjust workload models to reward inclusive leadership.

Academic supervision

“Academics don't have to do these things. They're not linked to our PDR, not linked to our tenure - it's not linked to our performance review to do these trainings. Professional staff, they do. But not academic staff”.

ANU has a HDR Supervision Development Framework with an initial central qualification and registration of supervisors and a self-directed annual renewal process requiring completion of one hour of a qualifying renewal activity. Participants in the Review suggested that it was the people less in need of this support who tended to access it.

It was certainly striking to realise that some supervisors do not yet understand that it is inappropriate to form personal or sexual relationships with students under their supervisory authority.

Despite supervisors being provided with the necessary information to appropriately supervise research students, problems may not be detected in time for meaningful remediation. This is compounded by

¹⁸ AMC Accreditation Report, p. 19

densely interconnected staff relationships and the delegation of supervision to postdocs, sometimes very soon after they have completed their own research training.

The SMP HDR committee conducted a survey and focus group to seek information about the experience of students at their School. Supervisor accountability was ***“by far the most important issue raised”***. In particular students felt they experienced all the negative consequences for failures such as timely progression, while supervisors experienced none.

Recommendation 11: Increase satisfaction with supervision by improving supervision panels and practices.

Actions that would deliver on this recommendation include:

- 11.1 Take additional steps to avoid the practice of spouses or others with close personal relationships being on the same supervisory panel;
- 11.2 Include a member from outside the University on supervisory panels;
- 11.3 Mandate that supervisors and research students complete the forthcoming Rights, Relationships and Respect in Research module;
- 11.4 Provide Mental Health First Aid training for HDR supervisors;
- 11.5 Include an Honours cohort representative in JCSMR staff representation and student groups;
- 11.6 Provide an anonymous pathway for students to disclose issues with supervision;
- 11.7 Introduce tiered limits for the number of students supervised so that previous successful supervision is a prerequisite for a higher number of students.

Finding 6: Appointment and selection systems lack integrity and fair process and facilitate bias, nepotism, and abuse

“CHM Leadership actions have left me with a distinct impression that their approach is ‘if they can get away with it, they will try’ which is counterproductive to otherwise excellent, collegiate and forward moving staff in the health and medicine schools of ANU”

ANU has a substantial suite of policies and procedures governing recruitment.¹⁹ Despite these, recruitment practices are widely viewed as bureaucratic obstacles instead of important safeguards, and in consequence there is a high tolerance for superficially compliant processes.

Significant positions are advertised internal-only, open for one week, or limited to EOI only. Interim candidates are appointed without a competitive process, advantaging them in future competitive rounds. Sometimes the selection panel Chair will be the only member who short-lists candidates, and sometimes there is no systematic assessment against the selection criteria. Candidates cannot trust a system that doesn't follow its own rules.

“Despite being much stronger based on the position criteria than the person with the network who was successful, I was told that I was not successful because I did not have work experience in the Australian health system - this was not a criterion for the position.”

This systemic disengagement from fair recruitment processes has had profound impacts within the College. Most notably a series of **“captain's picks”** absorbed the College's capacity to make strategic appointments to address gender imbalance.

While many of the “captain's picks” were regarded as excellent contributors, the practice compromised the integrity of the recruitment system, created an authorising environment for non-compliance, and significantly eroded trust in leadership at both College and School level.

“Outside appointments to professor positions in the College made it clear that promotion processes purportedly based on academic qualification and track record are a sham. This is very demoralising for EMCRs such as I was, who were hoping to pursue an academic career.”

Academic performance standards in the College have been recently expanded to include behaviour alongside the traditional categories of research, education and service. While adding a behavioural criterion will not in itself be sufficient to change behaviour, the inclusion of behavioural stage-gate in performance assessments, along with 180° or 360° input into performance assessments and senior recruitments, will support the Mental Health and Wellbeing Strategy's recommendation to draw recruitment into a University-wide approach to increased accountability.

The EMCA Landscape survey report echoes the call for greater transparency:

“Fairness, consistency and transparency in workload models and promotion processes

Clarifying roles and expectations throughout the course of employment and promotion processes may go some way to addressing the burnout and overtime worked by academics, as described. This is particularly important given variation in academic roles (research, teaching,

¹⁹ https://policies.anu.edu.au/ppl/document/ANUP_000373; see particularly “Related content”

etc). We recommend that performance indicators and requirements for promotion and continuing roles be made more transparent.”²⁰

Attempts to improve recruitment of female researchers have been widely discussed yet not backed by a sustained drive from leadership to get things moving or make things stick. In the ANU application for SAGE Athena Swan Bronze accreditation of March 2019, Vice-Chancellor Schmidt described **“The foremost concern of our focus groups was attracting, retaining and supporting female talent, especially given often differentiated caring roles for children between men and women, and differentiated ability to move for a job.”**²¹ Yet the design of women-only recruitment rounds at JCSMR commenced in 2022 and is yet to result in an appointment.

There is a view that recruiting to Canberra is particularly difficult, and that it is **“easier to get someone from London than it is from Melbourne or Sydney”**. Others challenged this view because recruitment practices were so poor, and warned of its effect:

“This mentality has promoted a culture of nepotism within JCSMR, where academics move through the ranks without competitive process. This serves to support the needs of a handful of senior academics.”

There is acknowledgement that, in general terms, male academics think they are ready for promotion before female academics of similar level of accomplishment do. It is difficult for the range of responsibilities some researchers take to be recognised, particularly in respect of service and teaching responsibilities.

Additional data points suggested to the Review include time invested in mentoring others, teaching/undergraduate education, the number of domestic ANU undergraduates that complete Honours, the conversion rate of Honours students to PhD, HDR students who transfer supervisor, withdraw and complete, and the provision of pastoral care.

Appointment to honorary titles was regarded as most significant in respect of medical practitioners hosting and teaching medical students. Despite recent revision, the structure remains Canberra-centric and the criteria are unfairly hard to meet for doctors outside tertiary hospitals. In consequence many people don't bother to apply.

Recommendation 12: the University must require and enforce compliance with fair recruitment practices.

Actions that would deliver on this recommendation include:

- 12.1 Consider bringing all recruitment within a central function;
- 12.2 Establish transparency benchmarks for recruitment;
- 12.3 Review shortlisting practices and provide guidance and training to ensure practices are consistent and appropriate;
- 12.4 Any restriction of the applicant pool should be uncommon and the justification for the existence and type of restriction should be recorded and reported on;
- 12.5 Identify a pool of qualified and appropriate people outside the University to sit on selection panels and provide an external perspective;
- 12.6 Require all members of selection panels to shortlist applicants;
- 12.7 Interviews should not take place until shortlists reflect a 50:50 balance of employable candidates;

²⁰ Taiaroa, G., Kirkland, K., Lawford, B., Walton, C., Long, K and Ayton, D. ***The Landscape for Emerging Health and Medical Academic Leaders in Australia: An overview of the Australian national survey of workplace culture and wellbeing (2023) for early- and mid-career academics (EMCAs) employed at health and medicine-related faculties, 2023***, p. 7

²¹ ANU Athena Swan Institution Application: Bronze Award March 2019, p. 8

- 12.8 Selection panel reports should include an explicit assessment of shortlisted candidates against the selection criteria;
- 12.9 Given the significant changes required to implement this report's recommendations, future Director level positions should be externally advertised, and panels should include external members.

Finding 7: Harassment and bullying of both staff and students are widespread practices and must be eliminated. There appears to be little or no consequences for these behaviours

“ANU pretended to be asleep. You can wake up someone who's asleep, but you can't wake up someone who is pretending.”

“I asked, and asked, and asked for help. The system is dehumanising.”

ANU has a remarkable tolerance for poor behaviour and bullying. The strongly hierarchical nature of academic institutions, structural power imbalance in supervision relationships and impact of a shrinking pool of research funding are all contributing factors. However, the most significant factor perpetuating this environment is that at ANU, poor behaviour doesn't lead to negative consequences.

For many staff and students, deciding how to respond to an experience of discrimination involves a careful calculation of the risks of speaking up and the likelihood of an unsatisfactory outcome. People who want to feedback to the institution about their experiences without seeking a personal outcome will often choose to remain anonymous. This must be balanced with procedural fairness but there is no reason to draw a negative conclusion because of anonymity.

Identifying a problem can mean that the complainant is themselves identified as a problem. Formal processes often don't provide satisfactory outcomes because excessive weight is placed on exculpatory explanations at the expense of impact; **“HR was very both sides”** leaving complainants feeling unheard and unsupported.

The reporting pathway for bullying or harassment is sometimes through a person with a longstanding connection to the perpetrator who dismisses or diminishes the concerns brought to them.

International HDR students, particularly women, were described as being structurally vulnerable to exploitative work practices and disempowered in the face of bullying and discrimination from supervisors or others. For those who live on campus, very long hours limit their contact with fellow residents and increase risks of isolation.

There are additional complications for students on field placements which make them reluctant to follow the usual reporting pathways. To address these in Medicine, staff set up an anonymous reporting portal for students to advise of bullying and harassment they had experienced or witnessed before the creation of the Harmful Disclosures tool.

The AMC accreditation report of the Medical School notes: **“These reports are received by a small select group of SMP academics who meet at a frequency dictated by the rate and number of reports submitted. The group triages, analyses and discusses the outcome of such reports. Both staff and students spoke positively of the impact of the portal and perceived an improving culture that appears also to be related to students' perception that the School is taking action in response to concerns reported through the portal. There was an acknowledgement of room for further refinement in processing and responding to these anonymous reports.”**²²

The utility of this system for other staff and student fieldwork should be considered. Critically, information should be captured to enable comprehensive data collection and reporting.

²² AMC Accreditation Report 2023, p.52

Rights, Relationships and Respect@Work

At the end of 2024, the Inclusive and Respectful Communities team was in the final stages of the development of a Rights, Relationships and Respect@Work online module that seeks to build relevant knowledge for professional and academic staff in understanding and preventing sexual assault and sexual harassment. This module complements the modules in place for coursework student (Rights, Relationships and Respect) and HDR students and supervisors (Rights, Relationships and Respect in Research)

Topics include:

- the positive duty to prevent gender-based violence in the workplace
- expectations and responsibilities under the ANU Code of Conduct
- professional boundaries and supervisory relationship dynamics between staff
- professional boundaries in teaching, learning, and research environments
- interpersonal safety while undertaking fieldwork, ANU-related travel, etc
- bystander intervention and response in classroom and professional settings
- responding to disclosures of sexual harm and appropriate referrals to support

In addition to online training, managers in academic and professional areas should be encouraged to partner with the Inclusive and Respectful Communities team for further advice and customised in-person training.

The Rights, Relationships and Respect@Work initiative must be backed up by strong accountability systems and fair processes.

“Another pulse course to discourage sexual assault is not going to resolve issues, instead senior academics, senior managers and those on performance contracts need to be held accountable and fired when they 1) prove incapable of not molesting students (or anyone), 2) provide opportunity and promotion to known perpetrators, 3) not adequately communicate or support staff (especially victims) in their area.”

Recommendation 13: Increase transparency and accountability of performance on key Inclusion, Diversity, Equity and Access objectives and build a strong culture of accepting and acting on results

Actions that would deliver on this recommendation include:

- 13.1 Publish deidentified information at School level on key diversity and equity objectives, disclosures and complaints;
- 13.2 Include successful completion of the Rights, Relationships & Respect@Work module in all performance agreements in ANU Focus;
- 13.3 Cease non-competitive ongoing appointments to positions with supervisory responsibilities;
- 13.4 Assess relevant individuals' competence to support a research team and provide a safe training environment for students and junior researchers.

Finding 8: An ineffective complaints management system means that staff and students do not report bad behaviour or feel that nothing happens when they do

“... it is difficult to over-state my utter dismay at having compiled documentation, identified procedural options and reported this behaviour, only to be told that the parties I was reporting to already knew about this problem. I raised the issue in a number of places. In each of these locations, everyone knew who I was talking about without my identifying them and I was informed there had already been concerns raised both formally and informally. I recognise that there are limits to what action can be taken in these circumstances. I also note that student refusal to report identifiably is a substantial impediment to progressing these kinds of concerns. However, the fact that the knowledge of this problem was so widely distributed at the leadership level was astonishing. The staff member in question was then offered renewal on their leadership role, which sent a very clear message to the students and staff who had come forward.” (emphasis in original)

It is well recognised that most people are likely to care just as much about how their complaint is handled as they do about the outcome. What this means for agencies is that a complainant is more likely to accept an outcome if the complaint handling process is fair and reasonable and they are treated with respect.

Commonwealth Ombudsman Lessons in good complaint handling: Findings from the 2019 Complaint Assurance Project, February 2020, p. 4

The National Student Ombudsman and National Higher Education Code to Prevent and Respond to Gender-based Violence will establish a new landscape and expectations for handling disclosures and complaints within universities. ANU should take a proactive approach to prepare for the introduction of the National Code and the **“whole-of-organisation approach to prevent and respond to gender-based violence”** that it demands.

The National Student Ombudsman

The National Student Ombudsman (Student Ombudsman) begins operation as a new statutory function of the Commonwealth Ombudsman from 1 February 2025. The Student Ombudsman has powers like those of a Royal Commission and can require the University to provide documents, answer questions, and permit unannounced visits by investigators.

The Student Ombudsman can consider student safety and welfare, racism, gender-based violence, course administration, disciplinary processes and reasonable adjustments for disabled students. In recognition of the structural issues in supervisory relationships, HDR students may initiate matters directly with the Student Ombudsman, rather than being required to raise matters with the University first. Critically, the Office can investigate historical complaints.

The National Code on Gender-Based Violence

The National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code) provides ANU with a strategic opportunity to build on the work already undertaken in prevention and response and create an integrated and robust complaints handling system that leads the sector. It is expected to be introduced to Parliament in early 2025.

The National Code will apply to both students and staff and require action across seven domains: leadership and governance; policy; procedures; education and training; support services; data and reporting; and student accommodation.

It will mandate “**rules around management of disclosures and reports; service-level standards for student and staff support and response, terminology and data collection; and regular and transparent public-facing reporting**”.²³

Compliance will be complex and necessary to maintain the university’s registration; implementation is not externally funded. A dedicated unit within the Department of Education will have powers of audit and investigation and share information with the Tertiary Education Quality and Standards Agency (TEQSA) and the National Student Ombudsman.

Disclosures that are not in complaint form

The Advocate case management system is used by the Student Safety and Wellbeing Team, the ANU Counselling Service, the Dean of Students and soon by the ANUSA Student Assistance Team. Advocate will allow a systematic understanding of concerns that community members feel should be known to the University but are not formalised as complaints. This is valuable intelligence the University can use to address problematic behaviours in the absence of a community member willing to stand as complainant.

The system to resolve grievances at ANU is often adversarial in practice. Privacy cloaks transparency and outcomes are highly dependent on the person managing the matter. Fairly and effectively handling disclosures and complaints is a discrete and sophisticated skillset. Additional targeted support should be made available to staff given the capability gap in general management skills identified in this Review, and increasing numbers of staff seeking advice about managing issues relating to students.²⁴

Within the Medical School there is an additional level of oversight of students. This is because the University-wide system of managing complaints did not adequately consider the personal and professional behaviour requirements particular to doctors.²⁵ The Professional Behaviour Committee can exclude students, recommend they repeat blocks of work and assign a supervisor/mentor to provide additional support. Where required, students are reported to the Australian Health Professional Regulatory Authority. This pathway should continue and be captured in the Advocate case management system to enable comprehensive reporting.

Complaints handling at ANU

At present, management of complaints about staff and students at ANU is fragmented which makes community safety initiatives difficult to assess from a whole-of-university perspective. Not all matters that should be handled as complaints are recognised as such or appropriately managed.

While staff facilitating grievance resolution or code of conduct investigations are required to keep records and maintain confidentiality, it is not clear whether comprehensive records are maintained. In some circumstances complaint investigations have been outsourced to external agencies, but this is an expensive solution that has not always delivered clear and timely outcomes.

During the course of this review, I requested information in relation to two academics that the University declined to provide because it had entered deeds prohibiting it from disclosing the information.

It has also been difficult for staff to obtain timely legal advice through the University Legal Office, which does not include specialist industrial relations expertise.

In November 2024, the Commonwealth Ombudsman’s office published a Self-Assessment Tool for Complaint Handling Agencies based on the general principles found in their Commonwealth Ombudsman’s [*Better Practice Complaint Handling Guide*](#) (the Guide).

It reveals areas for improvement and the opportunity to boost transparency and accountability through measures such as:

- fostering the view that complaints provide valuable information to help the University provide a safe and collegial environment;

²³ Henry, A. (2024). A snapshot of Australian university responses to campus sexual violence. *Alternative Law Journal*, 49(4), 262-268, p. 268 <https://doi.org/10.1177/1037969X241284744>

²⁴ Dean of Students Annual Report 1st January-31st December 2021, p. 5 (NB this is the most recent report available.)

²⁵ AMC Accreditation report, p. 53

- providing more specific guidance on support available to people from vulnerable groups to make and pursue complaints;
- adopting a quality assurance approach incorporating systematic collection and analysis of data to provide actionable insights, such as identifying and tracking trends and staff training needs and actively seeking feedback from both complainants and respondents;
- comprehensively reporting on complaints, trends and outcomes.

Complaint processes and outcomes are affected by many external factors and procedural pathways differ for staff and students. The distinction must be carefully managed in an operational sense – for example, staff within the People & Culture division have obligations under the **Respect@Work Act**²⁶ to report certain kinds of disclosures that other staff don't share.

However there is no compelling reason why data, oversight and accountability should perpetuate the distinction, particularly when many people have overlapping or sequential roles. There are indications that the higher education sector more generally is moving towards more integrated approaches to community safety, for example the UNSW Code of Conduct and Values introduced in May 2024 replaces separate Codes for students and staff.

Centralising management of complaints and reporting through an ANU Ombudsman working in close collaboration with the Dean of Students, the Staff Respect Consultant, and the Student Safety and Wellbeing team will provide a simpler pathway to raise issues, the means to access a broad range of possible outcomes, and transparent reporting of findings and institutional actions.

Recommendation 14: Adopt a whole-of-organisation approach to community safety

Actions that would deliver on this recommendation include:

- 14.1 Adopt an intersectional approach to all disclosures and complaints;
- 14.2 Continue to meaningfully involve students in the development of the University's approach to management of disclosures and complaints;
- 14.3 Development of a single community safety landing page which provides information about policies, disclosure pathways and support options for staff and students;²⁷
- 14.4 Incorporate the Rights, Relationships & Respect in Research into HDR milestones;
- 14.5 Require all HDR supervisors to complete the forthcoming learning module on Rights, Relationships & Respect in Research to achieve reaccreditation;
- 14.6 Consider creating mandatory reporting obligations that require staff to report inappropriate conduct by staff towards students or other staff and ensure that reporting mechanisms are consistent with a trauma informed and person-centred approach;
- 14.7 Welcome and publicly commit to compliance with the National Higher Education Code to Prevent and Respond to Gender-Based Violence;
- 14.8 Commit to annual publication of de-identified statistics about disclosures and complaints.

Recommendation 15: Adopt a co-ordinated case management approach to disclosures and complaints which delivers actionable institutional intelligence

Actions that would deliver on this recommendation include:

- 15.1 Ensure comprehensive and appropriate access to the University's case management system so information about all disclosures and complaints is captured, including
 - a. Residential colleges
 - b. ANUSA Student Assistance Team
 - c. Offices of the Vice-Chancellor, Provost, Deputy Vice-Chancellor Academic and Registrar
 - d. Harmful behaviour disclosures by staff and students
 - e. Medical School anonymous reporting portal
 - f. Medical School Professional Behaviour Committee
- 15.2 Identify individuals of concern and systemic issues surfaced by disclosures and complaints and develop a robust pathway to track and address individuals of concern or subject to repeated disclosures or complaints, and systemic issues
- 15.3 Strengthen capacity to provide a range of alternative dispute resolution mechanisms through the Dean of Students and People & Culture in appropriate cases.

²⁶ Formally the **Anti-Discrimination and Human Rights Legislation Amendment (Respect at Work) Act 2022**

²⁷ A recommendation of the Anti-Racism Taskforce Report of August 2023 to the IDEA Governance Committee, p.

Recommendation 16: Improve transparency and consistency of complaint investigations and outcomes

Actions that would deliver on this recommendation include:

- 16.1 Conduct an assessment of complaint handling processes using the Commonwealth Ombudsman's Self-Assessment Tool for Complaint Handling Agencies;²⁸
- 16.2 Invest in additional staff investigative capacity to improve handling of serious complaints;
- 16.3 Ensure relevant staff have access to prompt specialist external legal advice in areas of high risk and rapid change, particularly employment law;
- 16.4 Establish an independent ANU Ombudsman office to act as a central, independent complaints handling body for both students and staff;
- 16.5 Require the ANU Ombudsman to report directly to the Vice-Chancellor or the Provost;
- 16.6 Appoint the ANU Ombudsman to an ongoing position to maintain independence;
- 16.7 Provide capacity for community members to obtain advice through the ANU Ombudsman about how to register or manage disclosures and complaints;
- 16.8 Make confidential integrity advice (other than research integrity advice) available to all staff;
- 16.9 Commit to benchmarked timeframes for the investigation and resolution of complaints;
- 16.10 Publish an annual public report containing de-identified information about complaints by staff and students including the nature and number of complaints, time to resolution, determinations, penalties imposed, and actions taken by the University;
- 16.11 Analyse trends across disclosures and complaints, evaluate the effectiveness of interventions, and report publicly;
- 16.12 Reject non-disclosure agreements or similar instruments except at the request of a complainant.

²⁸ www.ombudsman.gov.au/__data/assets/pdf_file/0014/306221/Self-Assessment-Tool-for-Complaint-Handling-Agencies.pdf

Recommendation under clause 13 of the Terms of Reference in relation to the Discipline of Psychology

“I thought – and still think – it would be the end of the strong research record of Psychology at the ANU. This year’s global research rankings support my prediction, with Psychology at ANU dropping from a rank in the mid-30s globally to being in the 150-200 band.”

“The merger of Medicine and Psychology was intended to reduce costs and improve research and teaching quality; however, these disciplines have different research agenda and resource needs, distinct educational goals and curricula, and dissimilar professional identities and cultures.”

“Given that the anticipated benefits of the merger have not materialised, and resources to support such collaboration remain unavailable, there is little to lose by reversing the merger.”

The College Change Plan of 2021 proposed a merger of NCEPH and the ANU Medical School, and College leadership instructed senior staff to spend the 2021 end of year break thinking about how best to implement the plan.

Early in 2022 a totally different plan was delivered to them which involved a merger of the disciplines of psychology and medicine. This was announced to other staff in an Implementation Plan which offered five days to seek clarification but no opportunity for consultation. At the time, the RSP’s metrics were the strongest in the College despite their small size and the small share they received of the National Institutes Grant (NIG).

Community members within psychology report:

- A loss of discipline identity and diminished strategic leadership within the discipline;
- The conflation of the science of psychology with clinical psychology, obscuring non-clinical work and making the position of head of discipline much less attractive;
- A diminished leadership voice for psychology within the College and University;
- Unrealistic expectations that psychology would fix medical school culture issues;
- The departure of respected leader Professor Iain Walker.

Of particular concern is the suggestion that the perceived marginalisation of the discipline can be traced to the ‘feminisation’ of the psychology workforce – the ANU undergraduate cohort is now more than 80% female.

Leadership and culture

In order to achieve accreditation through the Australian Psychology Accreditation Council (APAC) and the Psychology Board of Australia, the discipline must be led by a psychologist and must teach across a range of domains beyond the clinical.

Descriptions of the school culture include **“collegial but “closed door”** with colleagues that are **“lovely but all overcommitted”**. Staff describe leadership culture as disempowering. Casual sessional academics relate experiences of persistent exploitation and precarity while enrolments skyrocket. All academic staff in the School report to the discipline lead.

Students shared that **“clinical staff felt they were entitled to all of our lives”** and pressed them for inappropriate information on things such as their family relationships.

Recommendation 17: consider re-establishing Psychology as an independent research school within the College of Science

Actions to address these recommendations could include:

- 17.1 Re-establish Psychology as an independent School within the College of Science;
- 17.2 Institute transparent, competitive leadership selection processes;
- 17.3 Implement a rotating leadership model where senior staff serve a 2-3 year appointment as a service to the School and discipline before returning to research;
- 17.4 Provide clear information about expectations and rights to clinical program students.

Concluding remarks

As noted earlier in this report, I have made a separate communication about individuals.

The focus of this report has been to understand the way that systems of working, regulatory compliance, and accountability have contributed to the culture at the College of Health and Medicine, and the impact of that culture. This direction was determined by the Terms of Reference and built upon by the conversations I had with staff and students and the material they submitted to the Review.

I was struck by the deep sense of commitment to ANU that many staff showed me. People are drawn from all over the world by the promise of the University, but the reality doesn't live up to the promise for everyone. There are people who have been significantly harmed by their experiences, some of them in life-changing ways. This must be acknowledged.

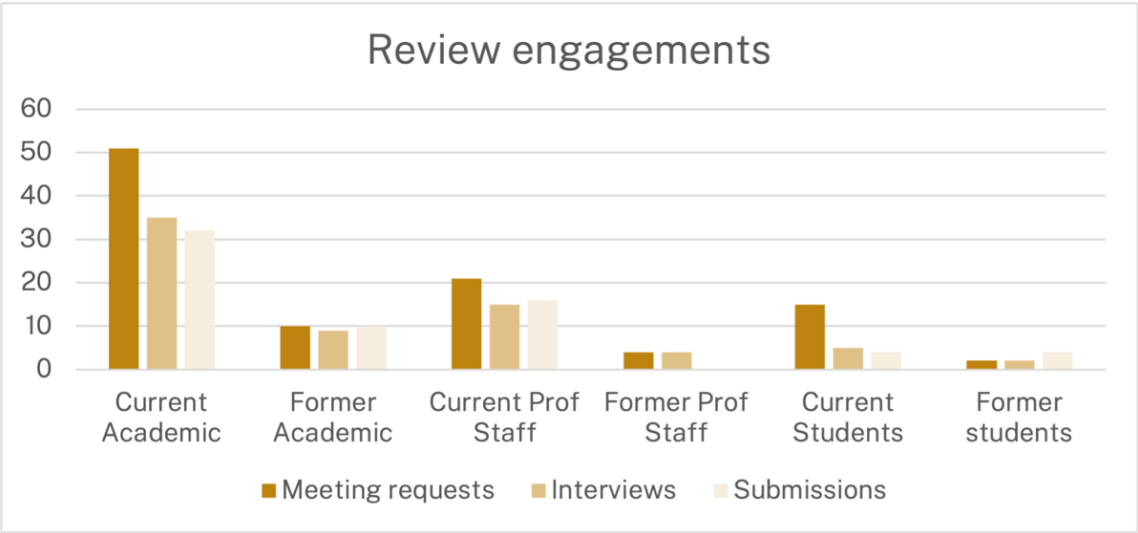
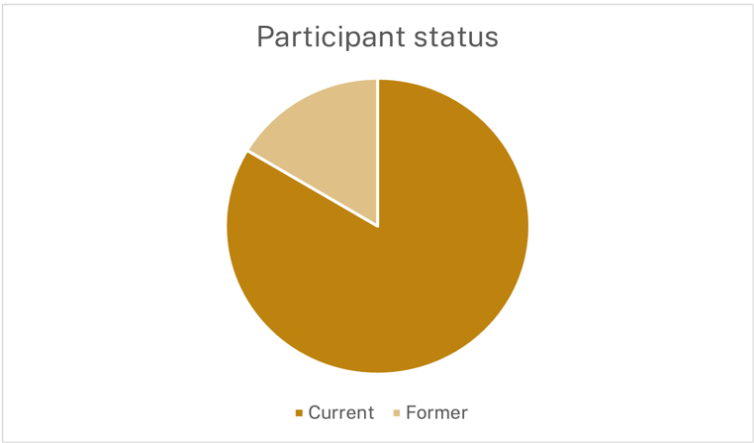
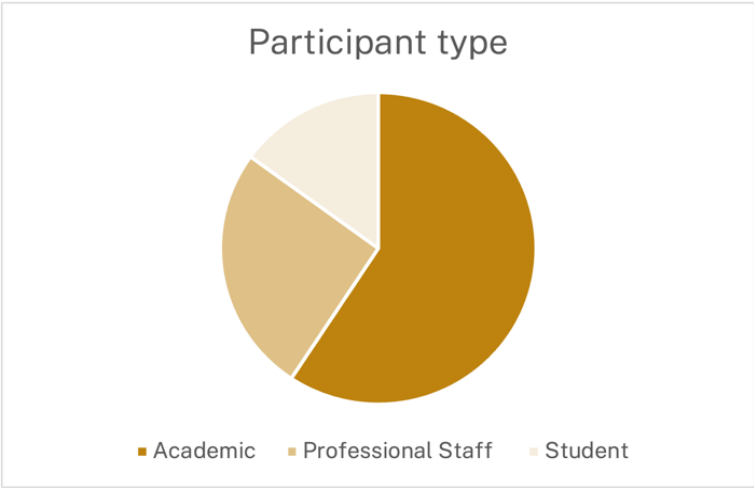
There are also people who behave as if it is somehow inevitable that PhD students or junior academics will have a bad experience, or acceptable that senior women will sit on committees instead of doing research. These are outcomes, not inevitabilities. Any arguments that might have excused these behaviours on pragmatic grounds in the past are no longer persuasive, given the evolving regulatory and legal landscape that University leadership must now navigate.

Finally, I urge the University leadership to give significant thought to the future of the John Curtin School of Medical Research in particular, and what kind of institution should carry forward the John Curtin name. There can no longer be any delay to serious consideration of this issue, which this report and multiple other reviewers show is well overdue.

Appendices

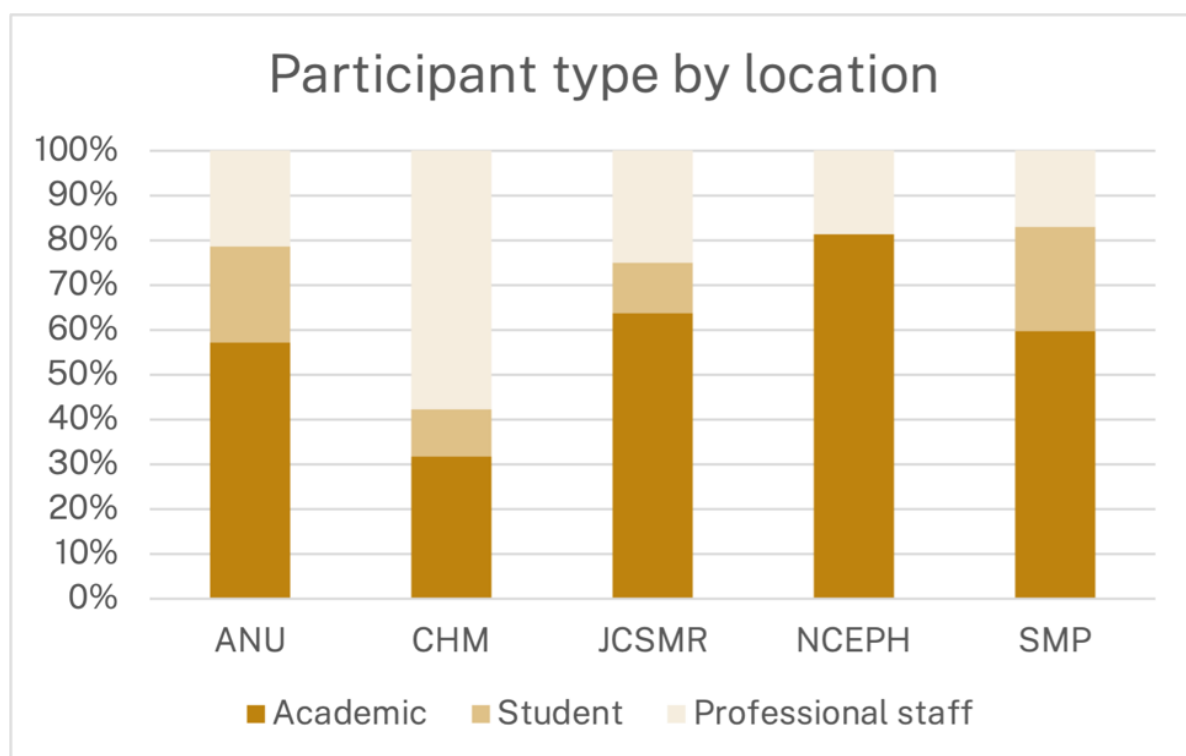
Appendix 1 Review Participation

Information about Review participants



Issues raised by participant location; font size reflects frequency

| CHM | JCSMR | SMP | NCEPH |
|---------------------------|-----------------------|---------------------------|---------------------------|
| bullying & harassment | gender | bullying & harassment | management capability |
| management capability | unfair recruitment | accountability | toxic culture |
| accountability | bullying & harassment | discrimination | accountability |
| toxic culture | toxic culture | gender | bullying & harassment |
| sexual assault/harassment | discrimination | management capability | exploitation |
| coercive control | management capability | sexual assault/harassment | precarity |
| discrimination | accountability | supervision | discrimination |
| unfair recruitment | exploitation | complaints handling | sexual assault/harassment |



Issues raised by type of participant, font size reflects frequency

| Academics | Students | Professional Staff |
|---------------------------|-----------------------------------|---------------------------|
| gender | toxic culture | bullying & harassment |
| accountability | bullying & harassment | management capability |
| bullying & harassment | supervision | discrimination |
| toxic culture | disability | accountability |
| management capability | discrimination | toxic culture |
| nepotism | sexual assault/harassment | nepotism |
| sexual assault/harassment | Trans & Gender diverse experience | sexual assault/harassment |
| exploitation | coercive control | processes & systems |
| complaints handling | exploitation | Indigenous experience |
| processes & systems | facilities | coercive control |

Appendix 2 Women in the Australian medical research sector

Australian Association of Medical Research Institutes (AAMRI) 2024 Report Summarised Snapshot on data supplied by Australian research institutions, including JCSMR, p. 38
<https://aamri.org.au/resources/aamri-reports/2024-aamri-report/> p3

Women make up 63.8% of the medical research institute sector workforce

Figure 3. Australia's medical research institute sector gender split in 2023.
These percentages remain quite consistent with what was reported in the 2022 AAMRI Report.

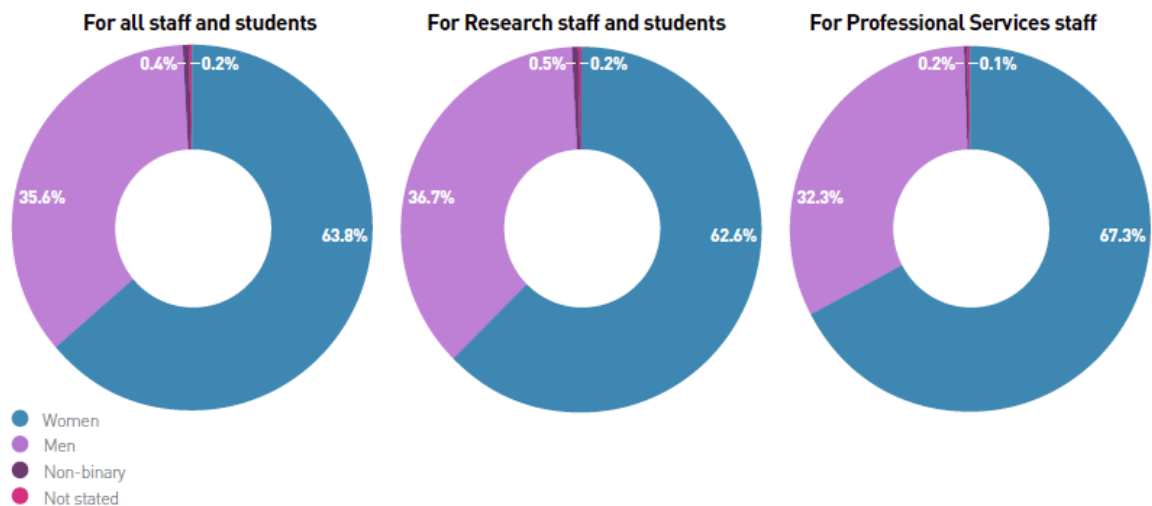
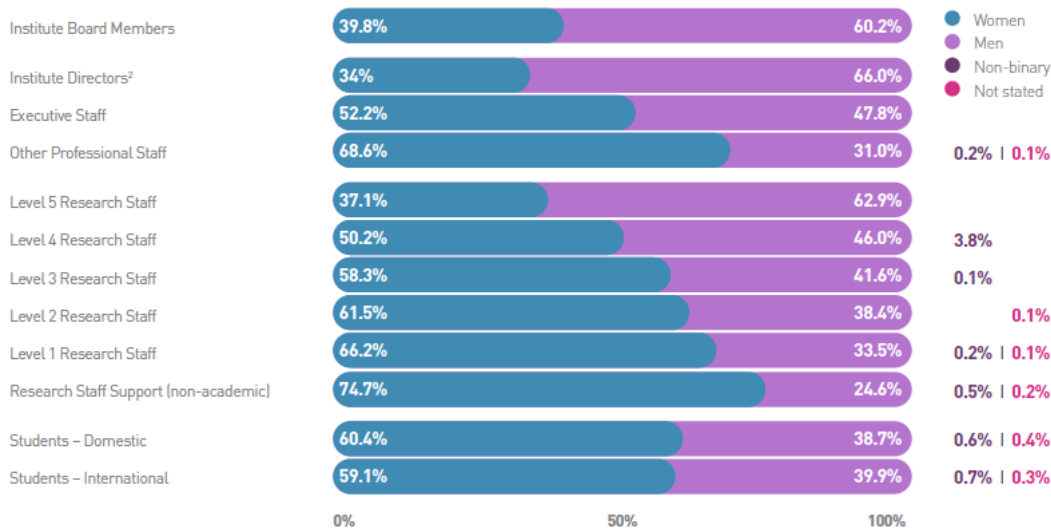


Figure 4. Gender composition of the medical research institute sector in 2023.



² Institute Director data includes 58 (of 58) institutes, otherwise remaining gender composition data represents 52 institutes.

Appendix 3 Cultural Change initiatives at JCSMR

1978 – First School Review led by Sir Arnold Burgen, Director of the London Institute of Medical Research

“The John Curtin reviewers concluded that the heads of departments had too much power and the director too little. Perhaps recalling Florey's warning 30 years earlier about the dangers of departments developing into 'independent little kingdoms', the committee referred to a 'regal interpretation of the prerogatives of professors'. Departmental barriers were high, and departmental integrity, space, equipment and staffing were jealously defended. There was little concern for research priorities.”²⁹

The report also noted a high proportion of tenured staff which stifled creative thinking, and an underdeveloped program for research students.³⁰

1988 – Decadal Review led by Prof Paul Korner, Director of the Baker Medical Research Institute

“Almost from the time of the school's inception, the parts had been considered more important than the whole; and as the parts became more numerous and money more scarce, small groups and individuals insisted on their rights to autonomy and funding, seemingly oblivious of the collective interests of the University or the school.”³¹

Attention was drawn to excessive numbers of tenured staff and the essential need for accountability for high performance in research.³²

1990 – Review of Institute of Advanced Studies

The Review, led by Sir Ninian Stephen, was broadly accepted within ANU with the striking exception of JCSMR. Recommendations included replacing tenured appointments with rolling five-year contracts and a model where JCSMR was located within the University but funded by the National Health and Medical Research Council (NHMRC). The rationale was that:

“In the John Curtin School, the reviewers found 'special problems' not shared by other parts of the Institute. 'What has particularly concerned the present Committee is not simply the existence of problems-all institutions have them-but rather the persistence of a set of particular problems identified in two successive decennial reviews and obviously still largely present in 1990.”³³

1992 – Report by the Senate Standing Committee on Employment, Education & Training

Internal dissent within ANU in response to the Stephens Review led to the initiation of a review by the Senate Standing Committee on Employment, Education & Training to consider the proposal to fund JCSMR through the NHMRC. The Committee could not reach agreement on the funding question, but did agree that there had been some procedural issues in the conduct of the Stephens Review.³⁴

²⁹ Forster, S.G. and Varghese M.M. *“The Making of the Australian National University 1946-1996”*, ANU E Press, Canberra 1996, p.301

³⁰ Fenner, F. & Curtis, D. *“The John Curtin School of Medical Research The First Fifty Years 1948-1998”*, Brolga Press, Gundaroo, 2001 pp. 92-94. Summary and Conclusions of the Report appear at pp. 111-115

³¹ Foster, S.G. & Varghese, M. M.: *The Making of the Australian National University 1946-1996*, p. 322

³² Fenner & Curtis, pp. 153-5 and pp.182-3

³³ Fenner & Curtis, pp. 155-159 and Forster & Varghese, pp. 351-353

³⁴ Parliament of the Commonwealth of Australia, 2023, Senate Standing committee on Employment, Education and Training: The John Curtin School of Medical Research <https://nla.gov.au/nla.obj-2150836631/view?partId=nla.obj-2154643637>

1992 - JCSMR Equal Employment Opportunities Committee established

The following year ANU Council approved a requirement that there be a female staff member on the Non-Tenured Appointments Committee, and mandated understanding of EEO in the university context as a selection for Level A-C appointments.

2013 – External Review led by Professor Alan Pettigrew

Dysfunctional culture and low morale -

“Many submissions and interviews with staff and others left the Panel with a clear view of a high level of dysfunction and very low morale amongst staff in JCSMR. This was distinct from the much more positive view formed about the other Schools in the College that are performing well. The Panel heard repeatedly from interviewees of the tension within JCSMR, the lack of a cohesive or cooperative culture, the lack of integration of staff activities, poor communication and lack of direction and vision.”³⁵

Performance management, management capability -

“One senior staff member believed there was little they could do to address poor performance (how do you “embarrass people into understanding performance expectations?”).”

“The Panel received many indications that there is, and has been, a general lack of successful performance management in JCSMR. One senior manager indicated that there is a structural disincentive in JCSMR to manage poor performance, given the small size of departments in the School and the difficult relationships between a number of them. The imagined consequence of ‘managing out’ a poor performer is to lose that staff position to another department.”³⁶

2017 – External Review led by Prof Merlin Crossley

School Reputation -

“The School is perceived as having rested on its laurels, not having accelerated as standards lifted across the world, and not having managed performance or new recruitments well in the past. There is also a perception that the long succession of short-term Directors may have negatively impacted both the School’s performance and reputation.”³⁷

Recommendations addressed independent supervisory panels for PhD students; cohort building activities; EMCR mentoring; elevating staff performance standards and the need for a budget model;

There was one recommendation about gender, the only mention of gender in the report:

8.0 Gender Equity

Commendation 1: The panel was pleased with the activity and increasing awareness of gender equity but also noted the ongoing challenges.

Recommendation 1: That the School prepare a document outlining annual action points and reasonable targets, which would be reviewed each year to assess progress on gender equity.

2021 – School Workplace Culture Survey

“What don’t staff want?”

- *Anxiety and stress, fear of aggressive behaviour, unfair and biased treatment.*
- *Emotional outbursts and unmoderated, unprofessional responses.*
- *Siloed, disconnected and combative environment.”*

³⁵ Australian National University: Review of Health and Medical Sciences 28 August 2013, p.12

³⁶ Ibid, p. 13

³⁷ School Review Report: The John Curtin School of Medical Research, 2 to 4 April 2017, p. 4

Themes identified by the People & Culture Employee Relations team 's analysis:

- Gender inequity, in particular the overrepresentation of men in leadership
- Inequality in service loads hampering women's ability to progress
- Weak collegiality – students feel unsupported, silos, low communication and collaboration
- Poor recruitment practices, men overrepresented in leadership
- Leadership lacks ethnic diversity.

2021, August - JCSMR Director Memo to Exec: *JCSMR People and Culture Strategy -Workplace Culture*

NEXT STEPS AND TIMEFRAMES

End Q3 2021

- Creation and release of JCSMR reference guide on definitions, policies and avenues for reporting bullying, sexual harassment and discrimination (to address immediate need – see attached)
- Creation of role statement and identification and training of JCSMR Equity Officers
- Development and execution of JCSMR workplace culture survey
- Identification of potential ways to create community in the school through shared meetings, morning teas, and other school level events

End Q4 2021

- Evaluation of survey, definition of core goals, values and behaviours
- Creation and release of school resource on JCSMR workplace culture
- Inclusion of goals, values and behaviours in meeting agendas, terms of reference for committees
- Add culture evaluation to leadership staff PDR goals
- Identification of training and development needs
- Creation of process framework to support staff and students
- 360 feedback review on the above

2021 - IDEA ambassadors

A “nice idea” that was not successful and eventually criticised as tokenistic. IDEA ambassadors self-nominated to be trained and listed as contact points for guidance on equity and diversity issues. There were no clear structural support or lines of responsibility, and the ambassadors eventually fell away.

2021 - Gender Balance Policy Taskforce

In October 2021, the JCSMR Deputy Director was tasked with setting up a working group with the goal to develop a gender balance policy, considering measures such as ensuring that at least half of new appointments at Levels C, D and E in any given year are made to women, women-only rounds and **“accelerate the trajectory of female researchers, both early and more senior through developing an eco-system which specifically focuses on developing women researchers”**. Invitations were issued but the group did not meet.

2021 – Submission to ANU Council, TRANSFORM “Evidence Base”

Defining issues and developing a strategy

- 54 consultations with internal and external stakeholders have helped to identify issues impacting culture and wellbeing
- Detailed review of several on-campus survey reports including those from the VOICE Survey, Student Experience Survey, SWiRL, TWiRL have helped to understand the current state of culture and wellbeing
- Qualitative interviews with College stakeholders and student experience leaders have helped to better understand the nature of culture and wellbeing issues
- Reviewed literature has provided an evidence-base and best practices on which planned deliverables are based, and given practical guidance for implementation
- Peer review of the proposed approach to address cultural issues is being sought from expert social scientists, professional staff, and clinicians within and outside the university

2

2022 – TRANSFORM Progress Report to ANU Council

2023 Priorities & Deliverables

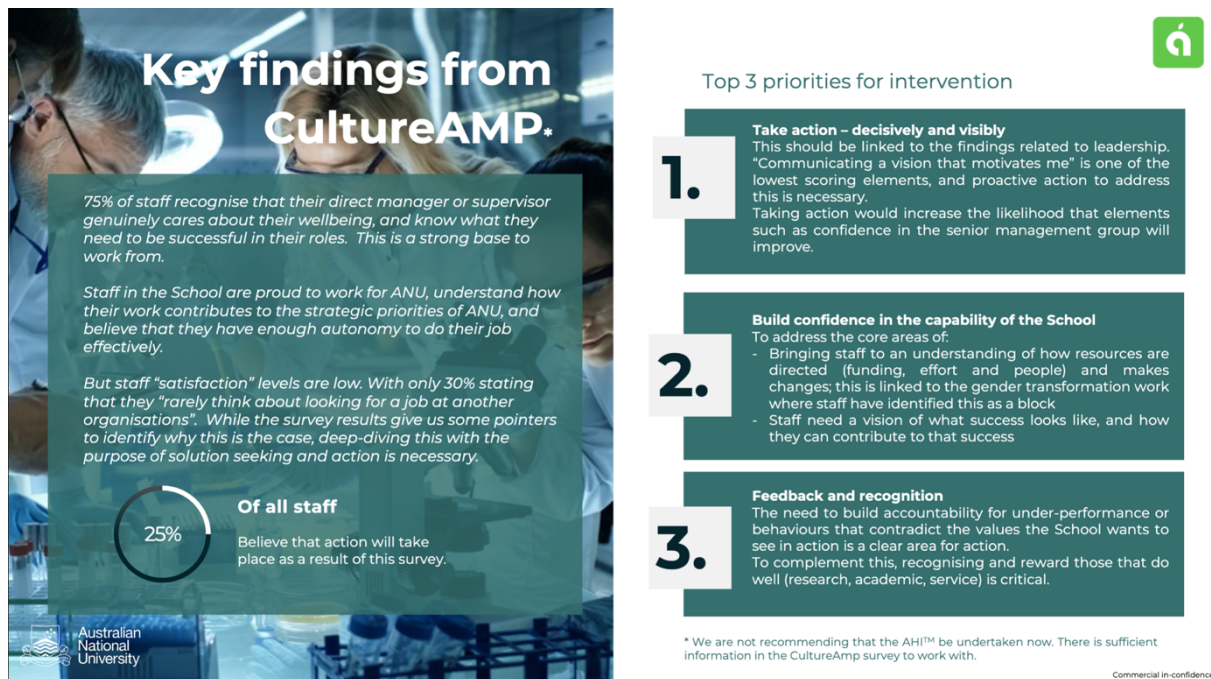
Conduct global candidate identification exercise leveraging strategic networks
Prepare and commence execution of recruitment strategy
Secure role in Health Security and national public health capabilities with Government
Cross-college and cross-university joint appointments
Female and gender diverse only appointments
Establish Strategic advisory boards for NCEPH and JCSMR

2022 –Internal College launch of TRANSFORM

Culture and Wellbeing actions:

- Adopt a wellbeing in all policies approach
- Appoint a new Associate Dean (Culture and Wellbeing) – working in step with our enhanced People & Culture team
- Refresh professional development and support
- Establish College IDEA Committee and Implement Diversity and Equity Strategy
- Development of staff capability and development framework
- Build positive workplace culture through ongoing strengthening of academic and professional staff partnerships

2023, May - Apricot Consulting, “High-level Feedback: Findings from the ANU JCSMR CultureAmp Survey April 2023 Recommended Next Steps”



By June 2023, a gender equity strategy was developed with Apricot Consulting and endorsed by the School Executive and Equity, with key measures:

- affirmative hiring and support measures to increase the diversity of JCSMR senior staff
- training to improve skills of all in supervision, workplace and diversity issues
- appointment of an Associate Director Diversity, Equity and Inclusion

In August 2023, a Town Hall was held with Apricot Consulting to share the ANYoU Engagement Survey Focus Group Feedback. It identified the following immediate actions:

- Establish staff working group to agree on next steps (e.g. whole school touchpoints, cross attendance at meetings, communication channels, informal events, 90-day action plan)
- Identify training and development opportunities (e.g. leadership development, active listening, objective decision making and unconscious bias, psychological safety, conflict management, courageous conversations, supervisor training, zero tolerance, values and behaviours)
- Engage College People & Culture in addressing structural issues e.g. promotions, rewards, career development and pathways, workload, over-time, workflow)



Key themes:

1. Inaction and follow-up – there was a common sense of a lot of talking and little doing. No concrete plans. No practical goals. *"I appreciate that the school is taking the results of this survey seriously, but I am not overly hopeful that meaningful action will be undertaken. And ultimately, it is only the actions that really matter at the end of the day."* Most senior leaders are tired, have too many competing priorities, and some are only focused on their careers and not the interests of the School.
2. Stagnation – the sense that no common sense of direction forward, that the School has lost its focus on excellence, innovation. Recognition that COVID may have played a role in creating instability, concerns about job security and focus on the short-term horizon and individual objectives. Comment was made by two different people about the Nobel prize winners displayed in the foyer, as a source of pride, but that these are all dated. Sense that research excellence is not what it used to be - *"tired and bored sense in the building"*
3. Visibility and "presence" of leadership in the day-to-day activities of the School – staff from different portfolios and divisions reflected that they don't "see the leadership team", reports of some staying in their offices with doors closed (being told *"when the door is closed it's because I'm busy, but the door is always closed"*). Staff reported feeling that they felt disconnected from the leadership, that they were not "accessible" or "approachable".
4. Hierarchical culture – examples cited of where supervisors publicly disrespect those lower down in the hierarchy – students and early career researchers. Instances of bullying and people fearful of speaking up.
5. Agency and Authority – the team doesn't know if the leadership team has authority to deal with people being inappropriate to others. There is this fear of the risk, that the person will leave and take their grant money with them, which is why there is inaction. *"Many of the things escalate and stagnate on the top, which leads to inaction. Things need to be prioritised."*
6. Excessive committees – there is a view that leaders should be better placed and supported to act on the responsibilities of their role and be accountable for the decisions instead of relying on committees. There is a fine balance to be drawn between needing to consult and keep people informed and decision-paralysis, or a habit of deferring decisions to committee.



Key themes:

1. Respect – people feel they are not respected by their peers. They don't know much about other's work and often misjudge them. *"There is a lot of "communication from leadership" consisting of empty-word emails (mostly on Friday evenings). The reality is that the leadership allows for the public roasting of professional staff in so-called "town halls". This type of behaviour from senior members is copied by students and more junior staff who show no respect for those they perceive in lower-ranking positions." ; "poor behaviour in seminars, journal clubs or in the lab which are allowed to continue behaving this way which just makes everyone feel totally defeated"*
2. Respect and care for students - People often perceive students as "work mules" and cheap labor. *"I think generally many students feel they are work horses for their supervisors. I think this can be resolved by supervisors creating an environment in their lab groups where students feel comfortable to work. This can be achieved by supervisors having more happier, respectful conversations with their students, and also prioritising the development of their students, i.e. by encouraging them to attend conferences, workshops, etc."*
3. Professional staff often feel not valued – often evidenced as academics expecting supports that are not part of their job description - expect that staff go out of their way but then don't treat them respectfully. Massive difference in the building depending on which dept staff are in. If they work well, there is no recognition of this. However, if something goes wrong or is not done as "expected", they receive complaints.
4. Mindset - *"we only work for ourselves; we don't work for the school"*. People operate in silos and don't know the big picture of JCSMR. *"Sometimes it feels like we are all individual shops in a shopping mall. We are all competitors, competing with each other, with those landlords that can change the rent and kick you out of the business. That aggravated with COVID – It grew the feeling that you are alone"*. There is no such common direction, across the campuses, and there is no transparency of where ANU is going and what is expected from employees. What this does is *"make (some people) question themselves if they want to progress and be a senior at ANU, because they don't fit with this culture and behaviour"*.
5. Psychological safety and the capacity/capability for difficult/courageous conversations – not viewed as a capability or strength within the School.


At a 6 November meeting of the working group facilitated by Apricot, working group members identified 3 key issues: "people management (all levels); training for leadership; talent retention". Their top priority for training was bullying and harassment.

A month later the JCSMR Executive Minutes noted ***"Staff Working Group yet to establish its own internal governance and co-chairs but the Group is committed to their work."***

Direct support

Judith Whitworth Fellowship

Named for the first female Director of JCSMR, the Judith Whitworth Fellowship supported salary for two years and up to \$50,000 research funding support for a postdoc re-establishing their career after taking time away to care for children. Then ACT Chief Minister Katy Gallagher announced: “***we hope it will attract new and highly talented and trained academics or help retain those who already live here***”.³⁸



Gender Equity Fund

Similarly, JCSMR has not recently made an award from the donor-funded Gender Equity Fund, a gift for supporting women to return to lab work following the birth of a child.

³⁸ <https://citynews.com.au/2014/judith-whitworth-fellowship-gender-equity-science-established-john-curtin-school-medical-research/>

Appendix 4 Institutional Equity Initiatives

Athena Swan

Athena Swan is an “**accreditation and awards program for gender equity, diversity and inclusion**” administered in Australia by Science in Australia Gender Equity (SAGE). ANU achieved SAGE Athena Swan Bronze level in 2019 and is aspiring to Silver in 2026. The 2019 ANU application noted:

“Current initiatives and strategies in place at ANU include:

- **the development of a new gender equity strategy (to be released in March 2024);**
- **special measure recruitment practices for identified positions;**
- **support measures to accelerate women in leadership and academic promotion;**
- **enhanced access to paid parental leave such as early access for staff employed at ANU for less than 12 months; and**
- **significantly improved flexible working arrangements in the new Enterprise Agreement.”³⁹**

IDEA Governance Committee and Gender Equity strategy

ANU established an Inclusion, Diversity, Equity, and Access (IDEA) Governance framework in 2019 which included an IDEA Oversight Committee, Gender Equity Working Group, Reconciliation Action Plan Working Group, and Disability Access and Inclusion Working Group.

The Oversight Committee was established to unify work across campus and drive further change. It was constituted as a management committee of the ANU Council, supported by the Inclusive and Respectful Communities team and reporting to the University Strategic Leadership Group.

Following an internal review, from May 2022 the focus shifted to providing advice and development work and governance reporting to SMT twice yearly on equity initiatives.

The Gender Equity Strategy

A Gender Equity Working Group was established in 2020 to oversee and report on the SAGE Athena Swan program and provide cross-institutional information. Working Groups within the IDEA Governance Framework were created to operate for 12 months with the possibility of extension.

When the person who established it left ANU, ownership of the strategy moved to the DVCA portfolio with Professor Fiona Jenkins, Convenor of the Gender Institute, assuming the role of Chair.

The Inclusive and Respectful Communities team prepared the University’s first Gender Equity Strategy which was approved by the Senior Management Group in 2023. It included a governance structure with oversight and annual reporting by the IDEA Governance Committee on institutional and local area progress. Reports were to be broadly shared with the ANU community.

The ANU IDEA Governance Committee has been suspended since mid 2024.

JCSMR and the College have no IDEA committees, and the Equity Committee is not functioning.

Gender Equity Strategy

Action item 2.2

Provide an annual College and Portfolio level gender equity data report to SMG that analyses, benchmarks, evaluates and reports on the gender composition of the staff and student community, as well as the gender pay gap. Dec (annually) Planning and Service Performance Division

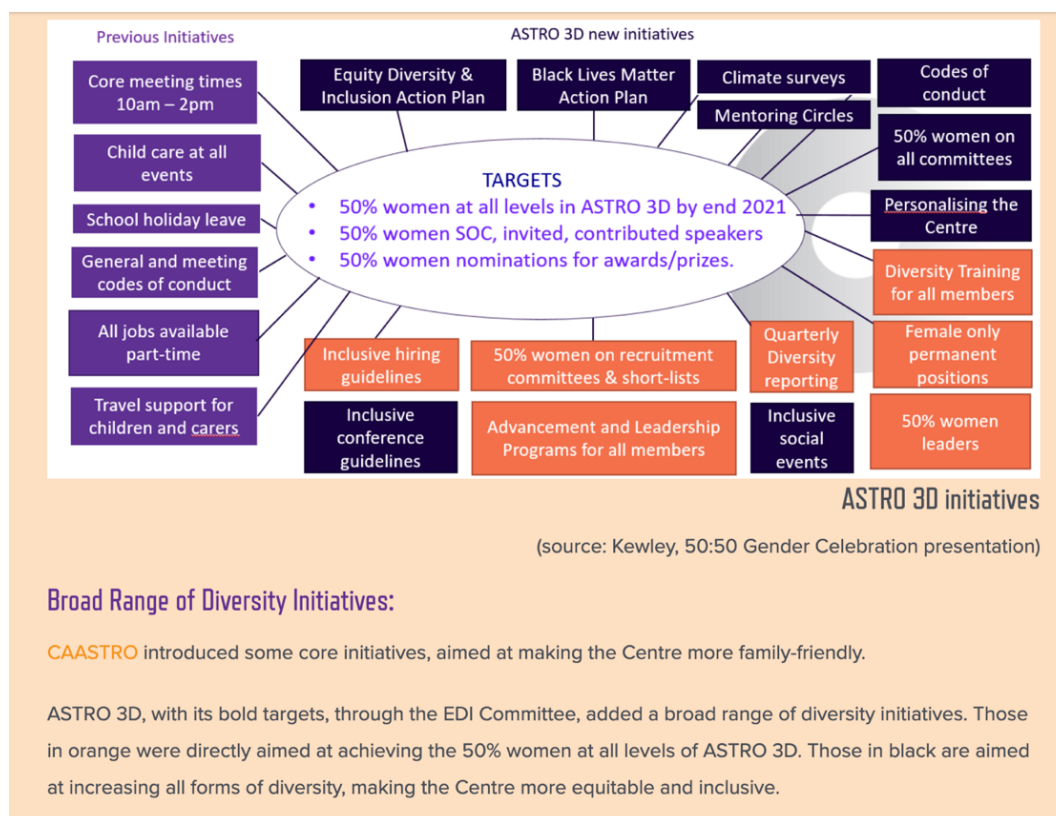
Action item 2.6

³⁹ ANU Athena Swan application, pp 15-16

Develop local plans which address improvements to gender equity for academic and professional staff, and students. Local data, targets, and success metrics must be included. Plans will be available for all staff and students to view and refer to.

Gender Forward Modelling Project

Professor Lisa Kewley conducted the Gender Forward Modelling Project, an initiative of the Gender Equity Working Group. Professor Kewley is an astrophysicist known for her application of modelling to successfully move research institutions to gender parity. The Centre of Excellence she led, ASTRO 3D, introduced the following initiatives⁴⁰:



WGEA Gender Pay Gap Employer Statement

The ANU statement covering 2023 was published in February 2024, noting the University’s commitment and focus as follows:

“In line with our ANU 2025 Strategic Plan, ANU continues to address and influence gender equality at the organisational, industry, and societal levels through its research, memberships (such as Champions of Change) and internal practices. This will also include identifying leads across the university, with clear timelines, expectations and accountability for delivery.”

In 2024, ANU will focus on:

- 1. Operationalising the new ANU Gender Equity Strategy.*
- 2. Developing a strategy to grow and develop women through the organisation into more senior roles.*
- 3. Continuing to focus on inclusive recruitment and promotion practices for women at senior levels (particularly Academic levels D and E.*
- 4. Setting gender equity targets for critical areas where women's representation and seniority remains persistently and disproportionately low (for example, STEM leadership), and monitoring and reporting performance.*
- 5. Continuing to build a culture of care, respect and belonging for all (for example,*

⁴⁰ <https://astro3d.org.au/diversity/achieving-5050-gender/>

preventing and responding to sexual harassment, promoting everyday respect, and leading on mainstreaming our new flexible working policies across ANU).

6. Embedding KPIs and targets for the University leadership to address gender equity, to ensure our progress is measurable and the leadership is held accountable.

7. Providing updates on our progress and reviewing activities and policies which fall short of our expectations to achieve gender parity.⁴¹

⁴¹ WGEA Gender Pay Gap Employer Statement, February 2024, p. 5

Appendix 5 Key Performance Measures

This indicative list has been compiled with reference to the ANU Mental Health and Wellbeing Strategy and the National Code:

Staff

- Psychosocial Hazard Claims
- Bullying
- Harassment
- Violence and aggression
- Poor support
- Job demands
- Employee exits (number, by gender etc)
- Employee engagement total score
- Wellbeing
- Management
- Work life blend
- Leadership
- Feedback and recognition
- Collaboration and communication
- Enablement
- Action/accountability
- Psychological safety
- Cultural safety
- Sex discrimination
- Gender equity - total pay and remuneration
- First Nation representation in leadership
- First Nations employment
- Employees with a disability
- Integrity/psychological safety items
- ANyoU: People in my workgroup are comfortable checking with each other if they have questions about the right way to do something
- ANyoU: If you make a mistake in my workgroup, it tends to be held against you (reverse scored)
- ANyoU: The people in my workgroup are able to bring up problems and tough issues
- ANyoU: The people in my workgroup value others' unique skills and talents
- ANyoU: Burnout items
- ANyoU: I usually have enough energy to overcome challenges at work
- ANyoU: I tend to bounce back quickly after challenging times at work
- ANyoU: Overall I feel productive in my work
- ANyoU: I generally feel positive towards work at ANU
- ANyoU: I rarely feel overstressed by my work

Students

- Student mental health – incidents and % of total
- Student wellbeing (subset- feeling part of the ANU community, safety, health, life as a whole)
- Clinic Waiting times (counselling)
- SELT scores
- Course or degree withdrawals and exits (number, by gender etc)
- Psychological safety
- Cultural safety
- Sexual violence and harassment
- % Aboriginal and Torres Strait Islander
- Experience of racism
- Experience of sexism
- Experience of discrimination (ableism, gender identity, sexuality)
- % Low SES

- Levels of stress
- Coping with stress
- ANU supports wellbeing
- Student WHS incidents

Disclosures and complaints

- number of disclosures (anonymous and non-anonymous) by type of harmful behaviour by location of incident
- number of risk assessments and findings
- number of safety plans put in place (interim and permanent)
- number of formal reports/complaints and whether these led to an investigation and/or disciplinary process
- number of investigations/disciplinary processes, findings and outcomes
- number of appeals in relation to misconduct
- number of non-disclosure agreements used and who requested them
- timeframes from formal report/complaint to resolution
- demand for support services and whether this demand was met
- demographic characteristics of victim-survivors and alleged perpetrators (observing informed consent, potential to be identified, privacy and confidentiality)
- student and staff knowledge about and experiences with support services, reporting, policies and procedures